DOCUMENT RESUME

ED 046 449 LI 002 478

AUTHOR	Benne, Mae
TITLE	Policies and Practices Affecting Juvenile Library Collections in County and Regional Libraries in Washington State.
INSTITUTION	Washington Univ., Seattle. School of Librarianship.
PUB DATE	70
NOTE	108p.
AVAILABLE FROM	University of Washington, School of Librarianship, 133 Suzzallo Library, Seattle, Washington 98105
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Childrens Books, County Libraries, *Library Collections, Library Cooperation, *Library Materials, *Library Programs, Public Libraries, Regional Libraries
IDENTIFIERS	*Washington State

ABSTRACT

This study was limited to juvenile library collections and was focused on the policies and practices which determined or affected the quality and balance of these collections. Statistical data reflected policies rather than measurements in meeting library standards. Recommendations for the collections included: a written policy should govern material selection, material budgets should be divided between new titles and replacements or additions of older titles; the children's coordinator should be responsible for maintenance and weeding of the collection; materials should be rotated to supplement basic collections and non-print materials should be easily locatable and accessible. General recommendations called for continuing education of children's librarians, more involvement of social agencies and the children's coordinator and interchange of information among children's librarians within the state. (Author)

ED0 46449

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

Mae Benne

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

POLICIES AND PRACTICES AFFECTING JUVENILE LIBRARY COLLECTIONS IN COUNTY AND REGIONAL LIBRARIES IN WASHINGTON STATE

by Mae Benne

Seattle
School of Librarianship
University of Washington
1970

LI 002478

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The author wishes to thank the Director and Faculty of the School of Librarianship, University of Washington, for their encouragement, the students in Librarianship 599, Autumn, 1968, for their evaluation of the questionnaire, and the staffs of the libraries involved in the study and the State Library for their cooperation.

TABLE OF CONTENTS

Page

LIST OF TABLES v

LIST OF FIGURES. vii

Chapter

1. BACKGROUND AND PROCEDURE. 1

    County and Regional Library Development in the State of Washington. 1

    Need for Study. 6

  OBJECTIVES OF THE STUDY 8

    Limitations of the Study. 9

    Definitions of Terms. 10

    Review of the Literature. 10

    Sources of Data 12

2. SELECTION OF THE LIBRARY COLLECTION 15

    Written and Informal Policies 15

    Selection of Juvenile Materials 17

    Sources for Selection 20

    Selection Aids Used 21

    Summary 21

3. JUVENILE LIBRARY COLLECTION 25

    Budget. 25

    Analysis of the Book Collection 29

    Special Collections and Non-Book Materials. 40

    Summary 43

Chapter Page

4. MAINTENANCE OF THE COLLECTION 44
   Volumes Withdrawn and Added 44
   Responsibility for Weeding and Re-evaluation. 46
   Frequency of Weeding and Re-evaluation. 48
   Disposition of Materials Weeded from Collections. 49
   Types of Binding for New Copies 50
   Summary 50
5. ROTATION AND DISTRIBUTION OF MATERIALS. 53
   Bibliographic Control 53
   Relationship of Pool Collection to Other Outlets. 55
   Basic Collections 56
   Rotation of Materials 58
   Distribution of New Titles. 64
   Summary 66
6. ACCESS TO COLLECTIONS 68
   Classification. 68
   Arrangement 70
   Availability of Catalogs. 70
   Policies Affecting Access to Collections, Other than Juvenile 74
   Summary 80
7. POSSIBLE AREAS OF COOPERATION 82
8. ANALYSIS AND RECOMMENDATIONS. 83
   Summary of Recommendations. 95
BIBLIOGRAPHY. 98
APPENDIX. 101

LIST OF TABLES

Table Page

I. Selection Aids for Current Titles Used Frequently and Occasionally. 22

II. Selection Aids for Collection Building Used Frequently and Occasionally 23

III. Comparison of the Percentage of the Budget Allocated to Juvenile and the Percentage of Circulation Attributed to Juvenile, Ranked by Population. 27

IV. Estimated Percentages of Juvenile Book Budget Allocated for New Titles, and Replacements and Added Copies. 28

V. Relationship of Juvenile Collection to Total Collection and Young People's Collection, Ranked by Population. 30

VI. Comparison of Number of Copies of New Titles with Total Population, Juvenile Circulation, and Number of Juvenile Titles Added, 1967, 1968 31

VII. Comparison of Number of Copies of New Titles with Number and Types of Outlets, Ranked by Number of Outlets. 33

VIII. Ratio of Juvenile Volumes of Titles, Ranked by Population. 35

IX. Relationship of Volumes per Title to Number of Outlets, Ranked by Number of Outlets Served 37

X. Ratio of Circulation to Bookstock, Ranked by Population. 38

XI. Percentage of Total Juvenile Circulation from Bookmobiles, Ranked by Population 39

XII. Percentage of Juvenile Collection Withdrawn, 1968, Ranked by Population. 45

XIII. Percentage of Additions Representing Juvenile Volumes, 1968, Ranked by Population. 47

XIV. Estimated Percentages of Bindings Selected for New Juvenile Additions, 1968, Ranked by Population. 51

Table Page

XV. Size and Frequency of Rotation Shipments. 62

XVI. Classification Symbols Used by Category and Grade Level 71

XVII. Grade Level at Which Children Have Access to Collections, Other than Juvenile. 79

LIST OF FIGURES

Figure Page

I. Regional Plan for Library Development 2

II. Grade Levels Served by Collections Intended for Teen-Aged Readers, Ranked by Population. 76

CHAPTER 1

BACKGROUND AND PROCEDURE

Within the borders of the State of Washington are fourteen county and regional library districts which encompass twenty-five of the thirty-nine counties. A study of the policies and practices affecting juvenile library collections was made in thirteen of the library districts in 1969. Included in the study were the county libraries of King, Spokane, Clallam, Pierce, Whatcom, and Whitman, and the regional libraries, Ft. Vancouver, Kitsap, Mid-Columbia, North Central, Sno-Isle, Timberland, and the Yakima Valley. These libraries, which serve approximately half the people served by public libraries in the state, include small county libraries as well as large urban systems, libraries covering vast distances with sparsely populated areas, and libraries with branches within an hour's drive of the headquarters library.

COUNTY AND REGIONAL LIBRARY DEVELOPMENT IN THE STATE OF WASHINGTON

The establishment of rural library districts was made possible by permissive legislation passed in 1934, and revised in 1941. In 1942, the counties of Clark, Grays Harbor, King, Spokane, Thurston, and Pacific approved the establishment of library districts; and in 1944, library supporters in eight more counties--Whatcom, Snohomish, Clallam, Pierce, Chelan, Yakima, and Whitman--were successful in their bid for county library service.[1]

Further consolidation and expansion followed under additional legislation which permitted a rural library district to join with other counties or with an incorporated city to form a regional library. Thurston and Mason counties combined in 1948 to become Thurston-Mason Regional Public Library and with the addition of the City of Olympia in 1959 became the South Puget Sound Regional Library. In 1968, the voters of the South Puget Sound Regional Library district together with Grays Harbor, Pacific, and Lewis counties approved the establishment of the Timberland Regional Library following a demonstration period made possible

---

[1] L. Dorothy Bevis, An Inventory of Library Services and Resources of the State of Washington, (Olympia: Washington State Library, 1968). p. 24

REGIONAL PLAN FOR LIBRARY DEVELOPMENT

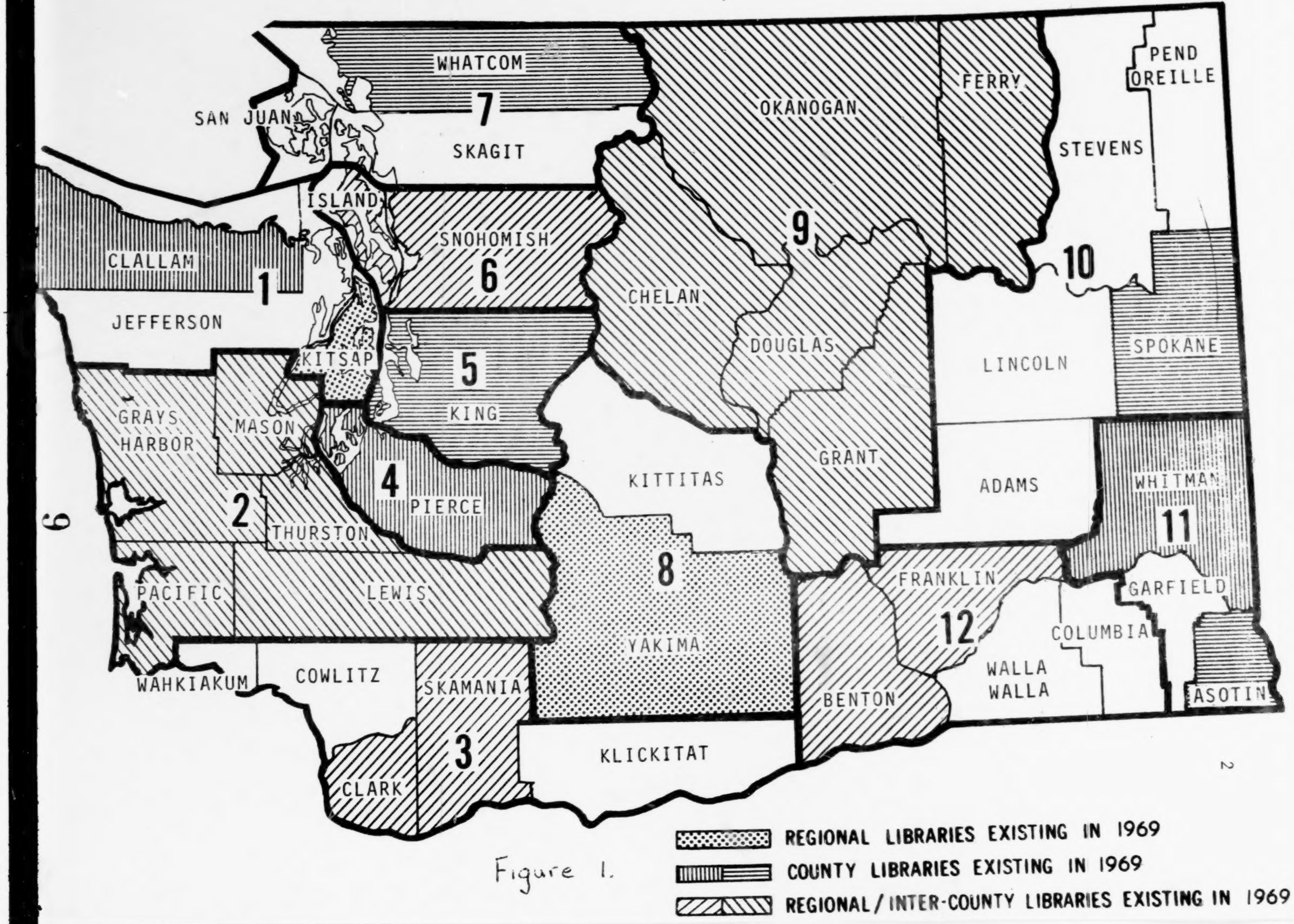

Figure 1.

by the Library Services and Construction Act of 1964. Benton and Franklin Counties and the City of Kennewick formed in 1949 the Mid-Columbia Library, and in 1956 became the Mid-Columbia Regional Library. In 1950, the City of Vancouver and Clark County were merged to form the Fort Vancouver Regional Library and the following year Skamania County was added. Yakima County and the City of Yakima became a regional library in 1951, and Kitsap County and the City of Bremerton were added to the regional library rolls in 1955 as the Kitsap Regional Library. In 1954, Chelan County and the City of Wenatchee established the North Central Regional Library, and in 1960, after a demonstration period supported by funds available through the Library Services Act of 1956, four previously unserved counties--Douglas, Ferry, Grant, and Okanogan--were added to the North Central Regional Library. Island County and Snohomish County formed the Sno-Isle Regional Library in 1962.[1] Asotin County, with consent of county officials, established a library in 1965.

Bookmobile Service

Bookmobile service figured prominently in all rural library development except in Chelan County. Service to children was considered essential in developing a future adult generation of library users. Elementary school library development was barely begun in many of the rural areas, and the bookmobile, with an ever-changing collection of materials, found a receptive audience at the only place where children regularly were brought together. While the intent was to provide public library service at school stops, it was difficult for school administrators, students, teachers, and the general public to grasp this distinction; and in many instances the bookmobile was relied upon to provide materials needed in the instructional program. School librarians questioned whether bookmobile service to school impeded the growth of the school library program. Public library administrators and boards of trustees found it difficult, if not impossible, to justify withdrawal of service at schools while the resources of the school library were still inadequate. Attempts were made to emphasize the complementary nature of school and public libraries and to point out the respective responsibilities of the two institutions. In 1962 Maryan E.

---

[1] *Ibid.*, p. 25

Reynolds, State Librarian, and Eleanor E. Ahlers, Supervisor of Library Services in the Office of the Superintendent of Public Instruction, prepared a combined statement carefully delineating the roles of the public and school libraries and suggesting guidelines for policies aimed at improving library services at the community level.[1] Policies affecting bookmobile services at schools were treated in more depth in a second policy statement issued in 1964.[2]

At the end of 1968, several libraries had re-evaluated their service to school-aged children and three systems had made or were considering drastic curtailments, a decision based on gains made by many districts in improving their school libraries and necessitated also by the strain this service was placing on library budgets caught between a millage limitation and inflationary costs. Separate juvenile statistics were kept in ten of the libraries and in seven of these, bookmobile circulation accounted for fifty to seventy-three per cent of the total juvenile circulation. Not all juvenile service given from the bookmobile was given at school stops; however, the number of winter school stops reported by many of the libraries in 1968 indicated that service at schools was still a significant part of their children's service.

Stationary Outlets

Branches or stations were usually established when the bookmobile had proven that a stationary outlet would be successful, although in some instances the establishment resulted from local pressure rather than a carefully considered administrative decision. Only the largest systems could afford a professional staff for any of its branches. Community outlets were usually open from ten to thirty hours a week. The common practice was to hire a local person in the community to serve as the librarian and the system's professional staff assumed the responsibility for training and supervision.

---

[1] Eleanor E. Ahlers and Maryan E. Reynolds, "School and Public Library Relationships," (Olympia, Office of the State Superintendent of Public Instruction, 1962.) (Mimeographed).

[2] Eleanor E. Ahlers and Maryan E. Reynolds, "Bookmobile Service to Children and Young People at Schools, a Policy Statement," Olympia: Office of the Superintendent of Schools. 1964). (Mimeographed).

Children's Librarians

While some of the library districts included a medium-sized municipal library that had supported a children's program, many others were not large enough to afford a professional children's librarian. The rural library system also experienced difficulty in recruiting children's librarians even when it could meet the salaries offered by city systems. A prospective candidate could choose a somewhat ordered existence in a well-established library in a metropolitan area with its many cultural and social attractions. For many, this kind of situation appeared more attractive than a position in a rural library system where change was a normal state, where children were served at many different points by non-professional staffs, and where the collections were not permanently assigned. The isolation experienced by a children's librarian in the latter situation where he was frequently the only professional working with children was matched by an isolation of a more subtle kind. It was difficult, if not impossible, for a children's librarian working in a traditional setting to comprehend the situation, with its attendant problems, in which his "country" colleague worked. Materials were selected from reviews without previous examination, and in most cases in splendid isolation. One of the tasks of the children's librarian was to help local staffs improve their services to children. Occasionally, efforts had to be made to counteract the deficiencies of the local staff in an attempt to meet the needs of children. Time and energy had to be balanced judiciously between collections and programs of service. The children's librarian was forced to accept that which was possible while remaining aware of that which was desirable. While frustration was familiar, monotony was not. Over forty years ago, Clara Nolte in describing her work as children's librarian for the Los Angeles County wrote:

> "... No two days are alike. Monday may find one battling a sandstorm on the way to the most isolated desert school. On Tuesday, looking over the enticing new juveniles with some publisher's representative may be sandwiched in between making arrangements with a P.T.A. chairman for a talk to be given on children's reading, and selecting shipments for several branches of varied sizes. Wednesday may mean inventorying a nearby branch in a fast growing industrial community, preparatory to moving it into large and more attractive quarters. And so with infinite variety passes the procession of days and weeks...."[1]

---

[1] Clara Nolte, "County Library Service to the Rural Child," in Children's Library Yearbook, No. 1, Committee on Library Work with Children (Chicago: American Library Association, 1929), p. 41.

While many changes have occurred in public libraries since 1929, the day-to-day demands made on children's librarians in county and regional libraries in rural areas remain remarkably unchanged.

Librarians Currently Responsible for Children's Services

Many of the libraries have been fortunate in securing children's librarians committed to the ideal of service to the child regardless of where he lives. They have rendered distinguished service under great pressures. Not only have they responded creatively to unique problems, but they have also been able to consider their isolation with equanimity and humor. At the beginning of 1969, children's librarians who held professional credentials served Mid-Columbia Regional Library, North Central Regional Library, Sno-Isle Regional Library, and Kitsap Regional Library. Pierce County was served by two children's librarians while Timberland Regional Library had four professionally trained children's librarians and one preprofessional serving as a children's librarian. King County, which serves a large population concentrated around the City of Seattle and a rural population as well, had in addition to the coordinator eleven children's librarians serving in community libraries, four area children's librarians and one children's librarian assigned to the bookmobile giving service at schools. The assistant librarian at the Fort Vancouver Regional Library, a former children's librarian, served in that capacity while the position was unfilled. Spokane County, without a full-time children's librarian during 1968, hoped to fill the position with a full-time librarian. The librarian and the assistant librarian at the Whitman County Library shared the responsibility of children's services, while the young adult librarian at the Yakima Valley Regional Library carried the responsibility for both programs. The assistant librarian of Clallam County was responsible for children's services, and the Whatcom County Librarian, a former children's librarian, supervised the book selection while the branch and bookmobile librarians contributed to the children's program as their time and talents permitted.

NEED FOR STUDY

The problems of dealing with a multiplicity of governmental units have often overshadowed the internal administration of a system. However, if county and regional libraries are to provide effective library service, more attention must be given to the policies and practices which determine how the resources gained from consolidation and merger are to be used. Unlike the metropolitan system that establishes a public outlet when population justifies its existence, the sparsely populated library district may be forced to choose between bookmobile service which is by nature limited and a stationary outlet which may be inefficient both in terms of service given and collection provided. The rotating or fluid collection has been the basic concept of library systems serving small outlets with limited space and demand. Materials used by patrons at one outlet are rotated to a new audience at another. As library service is extended to rural and sparsely populated areas in the state and in other parts of the country, this type of library system may grow in numbers.

In a metropolitan system a children's librarian is usually assigned to a branch and assumes the responsibility for a collection which is permanently assigned. He is given in-service training and supervision by the coordinator of the system. By contrast the children's librarian (or coordinator) of a rural library system may be the only professionally trained children's librarian in the system with the total responsibility for selection and maintenance for as few as five or as many as forty outlets spread over a large geographical area. Systems which are unsuccessful in recruiting children's librarians usually press a "generalist" or a pre-professional staff member into the role.

The juvenile collection cannot be judged by the same criteria as the adult collection. Adult readers tend to read horizontally through a collection exhausting the supply of literature they prefer; children also read vertically as they grow in proficiency and as their interests change. Adult readers, aware that books are written on subjects which interest them, usually keep abreast of the current publishing field. Requests are constantly received from adult readers for titles not available at their local outlet. While children may also have the same request privileges, they may lack awareness that books are available on subjects which interest them. Few children habitually read book reviews; children's selections are determined to a large extent by availability. If the local staff has little knowledge or interest in children's literature, a well chosen and balanced collection may provide the only substitute for reading guidance. If a rotating collection is drained of titles or subjects which require an introduction to make room for titles with mass appeal, less than adequate service will result.

Building and maintaining a collection that will meet the needs of the children who use it is the foundation of children's services. The programs of services are planned to bring users and collections together. Any area in which cooperative efforts or more efficient and effective practices can improve the collection or allow the children's staff more time for public service should be considered.

OBJECTIVES OF THE STUDY

The primary purposes of this study were (1) to reveal the policies and practices followed by thirteen regional and county library systems in the State of Washington to ensure the quality of juvenile library collections within the various outlets served, and (2) to identify policies and practices which could be recommended to other library systems of this type in establishing and maintaining juvenile collections.

These objectives required that an examination of the policies affecting all areas of the juvenile collection be made. Specific objectives of the study were outlined as follows:

1. To determine the policies, written and informal, that guide libraries in the selection of the total juvenile collection, and to reveal the practices by which materials are selected.
2. To identify the policies which affect the composition of the juvenile collection, e.g., budget allocations, number of copies purchased for outlets with assigned and unassigned collections, new titles versus duplication and replacements of older titles.
3. To determine the policies and practices that affect the maintenance of the collection, materials withdrawn and added annually, re-evaluation of collections, and types of binding preferred by the libraries.
4. To determine not only the policies and practices which control the rotation of older materials and the distribution of new titles to outlets but also those which affect the the quality of individual collections.

5. To identify those policies which limit the accessibility of all collections in the library to children, and those practices dealing with the juvenile collection which may hinder children's use.
6. To consider proposals for cooperative effort in selection or maintenance of collections emanating from the libraries in this study.
7. To recommend for consideration those policies and practices which accomplish the objectives of providing collections of quality for all outlets, offer efficiency of operation, or provide a basis for cooperation beneficial to all systems of similar organization.

LIMITATIONS OF THE STUDY

This study was limited to juvenile library collections. Programs of service and qualifications of staff charged with the responsibility of service were not considered. No attempt was made to evaluate either the quality of the titles selected or the balance of the various collections within a system; rather, the concern was focused on the policies and practices which determined or affected the quality and balance. Statistical data were intended to reflect policies rather than to measure the strength or shortcomings of a library in meeting standards.

Only those county and regional libraries within the State of Washington were included. While these systems vary in size and resources as well as in the number of professional staff, there exists a common basis for consideration. All libraries are subject to the same restrictions imposed by law and provide, with exceptions, a uniform reporting of statistics and information to the State Library. All county and regional libraries in Washington State were included with the exception of the Asotin County Library. It was assumed that the problems of maintaining juvenile collections in more than one outlet would not yet have been encountered by a library in the initial stages of development. Timberland Regional Library was included as an entity rather than as separate components of Grays Harbor County, Pacific County, and South Puget Sound Regional Libraries. These libraries have since 1965 pooled their library materials budget and maintained a processing center with several municipal libraries and Lewis County.

DEFINITION OF TERMS

Throughout the report of this study, the term children's coordinator was used to identify the librarian who had responsibility for juvenile collections, services, or programs for the library system. An outlet was considered to be a location where materials were circulated to the public. A branch, station, bookmobile, or a library headquarters that served the public was considered an outlet. A system was defined as a library offering service through more than two outlets. All libraries in this study were systems and the term was used interchangeably with library. The distinction between branches and stations followed that of each system. Some library systems designated all stationary outlets as community libraries; others considered stations as those open less than a specified number of hours.

Materials no longer needed at an outlet were returned to the headquarters library where, for administrative purposes, they were shelved into the pool collection, designated in some libraries as the extension collection. Collections which were not assigned permanently to any outlet were defined as rotating or fluid. A specific list of titles or subjects permanently assigned to all or to most of the outlets was identified as a basic collection.

REVIEW OF THE LITERATURE

For children's librarians who work in systems with permanently assigned collections there are available many published works dealing with juvenile collections. Many of the principles discussed can be adapted to regional systems, but there are problems imposed by the nature and character of a system encompassing large rural areas that are unique and a general text has yet to recognize them. A summary of the pertinent information available follows.

The standard work for many years has been Schenk's County and Regional Library Development.[1] Included is the statement of principle on which the library collection rests:

---

[1] Gretchen Knief Schenk, County and Regional Library Development, (Chicago: American Library Association, 1954).

> "The principle of rotation or availability on request underlies all selection of books and materials for large library units. In rotation the same principles of book circulation apply to field agencies as apply to individual borrowers. Field agencies, including the bookmobile, use and return materials so that others may also enjoy them. The smaller the book collection, the more active the rotation system."[1]

Only two brief paragraphs are devoted to the juvenile collection; however, two footnote references direct the reader to additional information. One reference is Power's Work with Children in Public Libraries.[2] The chapter on rural libraries made no reference to the problems of rotating collections, while the information given on selection and maintenance was more relevant to libraries with permanently assigned collections.

The other reference is to a brief article describing service to the rural child by Clara Nolte.[3] It is doubtful that this publication, published in 1929 and long out of print, would have been available in the 1[illegible]0's, the period that many of the county and regional libraries in Washington were established. Nolte's article was one of the first that touched on the problems arising from rotating juvenile collections, and the following solution was offered:

> "By adopting certain basic titles essential to any well-balanced collection, by devising some scheme whereby the branches will always be supplied with these titles, and then by allowing the more ephemeral material to circulate from place to place as it is needed, the county children's librarian may rest assured that her book collections are on a par with those found in any city branch, where there is a trained children's librarian constantly in charge."[4]

A study conducted by Elizabeth H. Gross in 1957-58 of the organization and administration of children's services in public libraries included, as one type of library, fifty-nine county libraries serving 50,000 population or more.[1] Data concerning juvenile bookstock and its relationship to circulation and total book stock are of interest for comparative purposes, but the problems relating to rotating collections are not treated.

---

[1] Ibid., p. 197.

[2] Effie L. Power, Work with Children in Public Libraries, (Chicago: American Library Association, 1943).

[3] Nolte, op. cit., pp. 38-43.

[4] Ibid., 42.

In the past decade there have been three publications dealing with children's services in public libraries. All treat library collections but none consider the unique problems of county and regional libraries. Broderick's book is an excellent guide for the non-professional staff charged with the responsibility for children's services in a small community library.[2] A brief pamphlet by Winifred Ragsdale on children's services in small public libraries is aimed generally at the same audience as the Broderick book.[3] A recent text by Elizabeth H. Gross gives much information useful to a children's coordinator in a county or regional library, but it does not consider this type of library development nor the problems peculiar to its operation.[4]

SOURCES OF DATA

Collected Data

The annual reports submitted by the library systems or their member libraries to the State Library for 1967 and 1968 were used. The annual statistical issues of the Library News Bulletin[5] covering statistics for these years were also consulted. The field notes compiled by L. Dorothy Bevis for the statewide inventory of services and resources in 1965 as well as the published report[6] provided valuable background information. Two libraries had copies of their selection policies on file at the State Library and these were examined for references to the juvenile collections.

---

[1] Elizabeth Henry Gross, Children's Service in Public Libraries, (Chicago: American Library Association, 1963).

[2] Dorothy M. Broderick, An Introduction to Children's Work in Public Libraries, (New York: H.W. Wilson Co., 1965).

[3] Winifred Ragsdale, Children's Services in a Small Public Library, Small Libraries Project Pamphlet No. 12 (Chicago: American Library Association, 1962).

[4] Elizabeth Henry Gross, Public Library Service to Children, (Dobbs Ferry, New York: Oceana Publication, Inc. 1967).

[5] Washington (State) Library. "Annual Statistical Issue," Library News Bulletin. Olympia, Vol. 35, No. 2, 1968; Washington (State) Library. "Annual Statistical Issue," Library News Bulletin. Olympia, Vol. 36, No. 2, 1969.

[6] Bevis, op. cit.

Several of the libraries were unable to provide statistics requested in the annual reports. Three large library systems, King County, Yakima Valley Regional, and North Central Regional, did not maintain separate circulation records for juvenile collections, while Clallam County, Kitsap Regional, and Spokane County Libraries kept no record of the total number of juvenile titles in their collections. Juvenile bookstock and circulation statistics were not kept separately in some of the municipal libraries participating in the Timberland Library Demonstration in 1967 and 1968. Lack of statistical data necessitated the deletion of these library systems from certain portions of the report. While most of the library systems recorded the number of materials sent annually to outlets in their system, none reported a separate figure for juvenile materials nor were records kept in most libraries of the number of new titles sent to an outlet as compared to older titles sent in rotation shipments.

Questionnaires

In October, 1968, a letter was sent to each of the county and regional libraries in the study asking their cooperation and participation. All replied in the affirmative. A questionnaire was constructed and tested in one of the library systems. A revised questionnaire was sent in February, 1969, to each children's coordinator or library director, if there was no children's librarian on the staff. Questionnaires were also sent to the Children's Coordinator of the new Timberland Regional Library for the former systems of Grays Harbor and Pacific Counties and the South Puget Sound Regional Library (now legally constituted as part of the Timberland Regional Library) to be completed or referred to appropriate staff of the former library districts. All questionnaires were returned except those provided for the former library districts. The children's coordinator of the new regional library district had completed portions of the questionnaire that covered those functions which had been assumed by the system since the beginning of the demonstration, leaving uncompleted only those areas dealing with practices followed in rotation and maintenance of materials.

Interviews

In April, 1969, an interview was scheduled with each children's coordinator or, in libraries without children's librarians, with the director and staff responsible for the juvenile collection. Interviews were also conducted with staff of the former Grays Harbor and Pacific County Libraries and the South Puget Sound Library, and sections of the questionnaire dealing with rotation and maintenance of collections were included as part of the interview schedule. Practices followed by these libraries had varied greatly. Existing collections during the previous three years had been supplemented by copies of new and older titles from demonstration funds, and this influx of new copies had alleviated the pressure for rotation of materials. After conducting the interviews, it was decided that the practices followed before the demonstration period would not be relevant to the present situation nor consistent with other policies and practices followed during the demonstration period. The Timberland Regional Library was, therefore, deleted from the section of the report dealing with rotation of materials. All policies and procedures governing this program were scheduled to be evaluated and new guidelines outlined for the system.

CHAPTER 2

SELECTION OF THE LIBRARY COLLECTION

The initial selection of titles for the library collection is determined by policies (both written and informal), the staff charged with the responsibility for selection, and the methods and reviewing aids used in evaluating titles for purchase. General standards dealing with juvenile collections offer guidelines by which policies can be formulated.

> "A policy governing the selection and maintenance of books and other materials purchased for children is included in the written policy of the library system.
>
> All materials housed in the children's area are selected by the children's librarian; children's materials such as films and recordings, housed in other areas, are selected in consultation with the children's librarian.
>
> Children's materials are read or examined within the system before being added to the collection.
>
> Standard selected bibliographies and current reviews are used as guides to consideration for examination and purchase."[1]

This section of the report treats the policies and practices which the libraries in this study followed in selecting the juvenile collection.

WRITTEN AND INFORMAL SELECTION POLICIES

Written Policies

Four of the county and regional libraries had no written selection policy. One library was revising its policy and the newest regional system was drafting a more detailed and specific statement dealing with the juvenile collection. Only two of the libraries operating under a written policy included a section devoted to the juvenile collection. One provided a general statement of goals and stated the policy by which textbooks and curriculum materials were added. The other cited the criteria by which juvenile titles were accepted or rejected, and the standards used for the replacement of titles.

---

[1] Subcommittee on Standards for Children's Service, Public Library Association, Standards for Children's Services in Public Libraries, (Chicago: American Library Association, 1964) p. 22.

Informal Policies

Questions were asked during the interview concerning informal policies covering a number of subjects usually treated in some detail in children's policies.

In eight libraries all karate books were assigned to the adult collection. Three, including one which combined the juvenile and adult nonfiction collections, had no restrictions limiting karate books to adult use, and two had not encountered the question.

All libraries included the history and handling of guns in the juvenile collection but most restricted gunsmithing to the adult collection where, depending upon the policy of access, interested children could encounter or request this material.

War stories written for children were freely purchased if they met general criteria. Two librarians were emphatic that those which glamorized war should be avoided.

Recommended titles dealing with human reproduction written expressly for children were purchased for the juvenile collection in eleven systems. However, in one library these titles were kept at the children's charging desk, available upon request. Two libraries classed the majority of these titles for the adult collection reasoning that most of the requests came from the adult patron.

All libraries acquired religious books of a general nature if reviewed favorably. One librarian expressed some concern that the library could inadvertently be guilty of discrimination by not searching for suitable titles outside the regular review sources.

Twelve libraries did not purchase rewritten classics and one bought "no more than can be helped." Three librarians who had none in their collections at the present time stated that they would consider titles that met the same standards as other approved titles. All libraries considered for purchase abridgments of adult books if well reviewed and in demand. None of the libraries purchased the fictional series books such as Nancy Drew, Bobbsey Twins, etc., although one system accepted copies as gifts, processed up to thirty titles for circulation, and replenished this stock as it wore out. All libraries considered publishers' non-fiction series titles as individual titles and selected those which met their standards and needs.

THE SELECTION OF JUVENILE MATERIALS

Responsibility for Book Selection

The responsibility for selection of juvenile books was delegated to the children's coordinator in five of the library systems. The responsibility was divided in one library between the youth services librarian (serving both children and young adults) and the heads of branches and bookmobiles. A committee consisting of the children's coordinator and other librarians or staff working with children assumed the responsibility in three of the libraries. In one library with a children's librarian, the director selected the juvenile as well as the adult titles believing that better coordination could thus be accomplished. In three small county libraries without children's librarians, the responsibility was assumed respectively by the director, the assistant librarian who served as acting children's librarian, and the order-catalog librarian who used as a basis the titles selected by the children's librarian at the city library. In the latter instance the operation was supervised by the director, a former children's librarian.

Selection of Non-Print Materials

None of the library systems reported extensive non-print collections of interest to children. In most libraries, these materials were selected by a committee of children's librarians or by the children's coordinator with the assistance of the staff responsible for selecting non-print materials for the adult collection. The director in one system assumed this responsibility. In two systems, both without children's librarians, these materials were selected by the order-catalog librarian, and the director and film clerk, respectively. A regional library with several children's librarians designated a library assistant to coordinate the purchase of recordings. Periodically lists of suggested titles for purchase circulated to each area children's librarian, who also suggested titles for consideration. The source and excerpt of the review were included for each title listed.

Book Meetings

Only three libraries held regularly scheduled juvenile selection meetings. In ten of the libraries selection was accomplished by the staff member (usually the children's coordinator) charged with this responsibility, working alone and guided by occasional requests from other staff for more materials on specific subjects. In the largest system, the children's coordinator and all children's librarians met in committee one day each month to evaluate new titles. Each member was assigned new titles to review on the basis of his subject specialty plus a number of fiction titles or picture books. He was also given a pack of IBM cards for each title to be considered. If he wished to order a title for his outlet or area, the number of copies was marked on the card. Cards for titles not ordered were destroyed. These meetings, like those of other large systems, also served as lively in-service training sessions.

In a library system that served an area of nearly 15,000 square miles, meetings were held quarterly in different areas of the region and were conducted by the children's coordinator. Regularly attending were the two pre-professional assistants in the children's department, the sub-regional bookmobile librarians, and one of the sub-regional librarians. This "rotating" order meeting gave opportunity for wider staff participation and was open to any library staff member who wished to attend. The children's coordinator, the only professionally trained member of the committee, prepared the list of titles for consideration, using as a basis the School Library Journal "Reviews on Cards" and noting sources of other reviews to be used in evaluation. Titles not reviewed in School Library Journal were also considered. Preliminary selection was usually made by deleting titles not well reviewed or obviously not needed in the collection. Committee attention was focused on titles having several favorable reviews and those representing subjects needed in the collection, but having mixed reviews. Committee members who had direct contact with children in their respective areas were encouraged to express their opinion concerning the need for titles discussed. Frequently subjects needed in one area or in one outlet were not needed in another. If no decision could be made concerning a title with conflicting reviews, a copy was ordered and reviewed by one or more members of the committee. The children's coordinator, responsible for expenditures, exercised final judgment concerning purchase but could nevertheless be guided by the various opinions in determining the number of copies needed in the system. It was believed that more interest was generated in reading children's books through this approach.

Book selection meetings were alternated monthly with in-service training sessions in the newest regional library to be established. Area children's librarians who had responsibility for several outlets reviewed new titles which had been assigned the previous month, and, in addition, advised on other titles considered from the reviewing media.

Meetings were held in one library whenever there was a need to discuss a controversial book or a problem area. Normally selected titles from School Library Journal "Reviews on Cards" plus other titles were compiled by the youth service librarian with additional suggestions from the heads of branches and bookmobiles. Sources for second reviews were usually noted. The youth services librarian ordered for the headquarters library, and the heads of bookmobile and branches marked the titles and number of copies desired for their respective collections. The head of branches was advised by the youth services librarian in ordering new titles as well as replacements, and expressed a willingness to delegate more responsibility for the juvenile branch collection to the youth services librarian.

Book Meetings Outside the Library

Five libraries reported that their children's librarians attended as observers book selection meetings held in neighboring metropolitan systems, such as the Seattle Public Library or the Portland and Multnomah County System, while eight libraries sent no representatives to any outside book meetings. The children's coordinators who attended such meetings believed that the contact with other librarians and the general information dispensed about the field were as valuable as the book reviewing. One used as an initial buying list the Seattle Public Library Children's Reviews. Among reasons given for not attending were time and distances involved. One children's coordinator regretted that her director did not consider the meetings valuable enough to justify time away from the library. Another expressed the opinion that the reviews were not any more valid than those in any other book reviewing medium, and that in her particular situation the time out of the library could better be spent examining books rather than hearing reviews which for the most part could be read.

SOURCES FOR SELECTION

Complimentary Copies from Publishers

Five of the libraries received no complimentary preview copies from publishers, while five received some titles from one to five publishers. One received copies from six to ten publishers and one had access to titles from eleven or more publishers on this basis.

Greenaway Plan

Only two libraries contracted for preview copies on the Greenaway Plan. One placed primary importance on this means of examination while the other had agreements with only a few publishers.

Special Loans

Two libraries with several children's librarians on the staff arranged to borrow copies of new titles. One had an arrangement with a jobber in the area to receive for examination a copy of each title in stock; the other, in close proximity to the State Library, borrowed new titles from the Traveling Exhibit Collection provided by the Children's Book Council.

Book Clubs

Four of the libraries were not members of any children's book club. Nine libraries subscribed to the Junior Literary Guild and two also had membership in the New Method Bound-to-Stay Bound Club. The number of subscriptions held in book clubs varied from one to six. Eight of the libraries added most, if not all, book club titles to the collection, but one library used its single subscription to receive advance copies of new books and took advantage of the book club rate in ordering additional copies of those titles selected for addition to the collection.

Book Reviewing Media

For the majority of the libraries, the reviewing media determined to a large extent which titles would be purchased for the collection. Six libraries reported that their dependence upon the media ranged from 75 to 100 percent of all titles purchased, while five relied upon the media for 50 to 75 percent of their purchases. Only two libraries depended less on the reviewing media than other means; for one, the media was used for 25 to 50 percent of the purchases, and for the other less than 25 percent.

SELECTION AIDS USED

Respondents were asked to differentiate on a list of reviewing aids those used frequently from those used occasionally. Those not used at all were not marked.

Aids for Current Titles

Table 1 shows that the aids for current titles most often marked by the respondents as used either frequently or occasionally were: Horn Book, New York Times, Booklist, School Library Journal, Top of the News, Virginia Kirkus Service, and the Seattle Public Library Children's Reviews. Two libraries did not use the Horn Book, three libraries did not use School Library Journal, and three did not use Booklist even though for several libraries these were the aids used most frequently.

Aids for Collection Building

Table II shows that the Children's Catalog with supplements was the aid used most widely in maintaining a basic collection. All but two also used the Junior High Catalog. Eleven libraries did not use the Elementary School Library Collection, but the Bowker annual, Best Books for Children, was used in ten of the libraries. The AAAS Science Book List for Children, Good Books for Children, and the Basic Book Collection for Elementary Schools did not appear on the initial list but were added by the respondents in the category, "Other."

SUMMARY

Among those library systems which operated under written selection policies, only two included guidelines which limited or defined the extent of the juvenile collection. While it was apparent that all libraries did operate under certain policies in selecting materials for juvenile collections, the majority relied upon broad general policies or the American Library Association Freedom to Read and Bill of Rights statements.

TABLE I

SELECTION AIDS FOR CURRENT TITLES USED FREQUENTLY AND OCCASIONALLY

Most Frequently Used	Number	Occasionally Used	Number
School Library Journal	8	New York Times	11
Horn Book	7	Saturday Review	8
Booklist	5	Top of the News	6
Virginia Kirkus Service	5	Booklist	5
Seattle Public Library Children's Reviews	5	Horn Book	5
Top of the News	4	Times Literary Supplement	4
Bulletin for the Center of Children's Books	3	*Seattle Post Intelligencer	4
Young Readers Review	2	*Seattle Times	4
*Publisher's Weekly	1	Virginia Kirkus Service	3
*Portland and Multnomah County Library Children's Reviews	1	Bulletin of the Center for Children's Books	2
		School Library Journal	1
		Young Readers Review	1
		*Portland Oregonian	1
		*Tacoma News Tribune	1
		*Yakima Herald	1

*Respondents listed in space provided under "Other Aids Used."

TABLE II

SELECTION AIDS FOR COLLECTION BUILDING USED FREQUENTLY AND OCCASIONALLY

Most Frequently Used	Number	Occasionally Used	Number
Children's Catalog and Supplements	11	Newbery-Caldecott and runners-up	9
Junior High Catalog and Supplements	9	Books for School Libraries (Washington Dept. of Ed.)	7
Best Books for Children	5	Notable Children's Booklists	6
Newbery-Caldecott and runner-up list	4	Best Books for Children	5
Notable Children's Booklists	4	Books for Children, 1960-1965, and supplements	4
Books for Children, 1960-1965, and Supplememts	3	Children's Books, Library of Congress	4
Elementary School Library Collection	1	Children's Catalog and Supplements	2
*AAAS Science Book List for Children	1	Junior High Catalog and Supplements	2
Books for School Libraries . (Washington State Dept. of Education)	1	Elementary School Library Collection	1
		*Good Books for Children	1
		*Basic Book Collection for Elementary Grades	1
		*AAAS Science Book List for Children	1

---

* Respondents listed in space provided under "Other Aids Used."

In libraries with children's librarians, the responsibility for book selection rested with the children's staff in all but one. Non-print materials were selected by the children's staff or in consultation with staff responsible for adult non-print collections in twelve of the thirteen systems.

Only three systems regularly scheduled selection meetings involving staff participation. Five libraries sent a representative to selection meetings conducted by the nearest municipal system. Eleven of the systems depended upon review media for fifty percent or more for their selection with six estimating their reliance on the media from 75 to 100 percent. Only three systems had access to preview copies in any appreciable number, either through publishers' gifts, the Greenaway Plan, or a review collection from a jobber or the State Library. Book club selections were regularly added in eight of the libraries. The reviewing aids for current titles most frequently used were _School Library Journal_ and the _Horn Book_, while the _Children's Catalog_ and the _Junior High Catalog_ (and supplements) were cited as most frequently used for collection building.

CHAPTER 3

THE JUVENILE LIBRARY COLLECTION

The policies and practices dealing with several aspects of the library collection are more clearly revealed by considering the results rather than attempting to isolate policies which frequently have not been formulated. This chapter will analyze the juvenile collections in the total library context by considering (1) the percentage of the budget allocated to the juvenile collection and the proportion spent on new titles and replacements, (2) analysis of the book collection: (a) size, (b) number of new titles and number of copies, (c) ratio of copies per title to outlets, (d) ratio of circulation to bookstock, and (e) the effect of bookmobile service on juvenile circulation, and (3) the range of special and non-book materials which comprise the juvenile collection.

BUDGET

A specific percentage of the total budget for books was spent for the juvenile collection in all libraries except in one where the budget was divided by department rather than by collection. In this system each deartment determined the portion of its budget to be spent on juvenile titles. While separate accounts for juvenile and adult titles were not kept by the bookmobile or branch departments, the headquarters outlet provided a separate allocation for juvenile books.

Allocation for the Juvenile Collection

As shown in Table III the percentage of the total budget allocated for juvenile collections ranged from 25 to 40 percent with a median of 30 percent. Since 25 to 30 percent of the total book budget is considered a fair proportion for the purchase of juvenile books,[1] these libraries compared favorably with the generally accepted policy. The percentage of the budget invested in juvenile materials showed a healthy return in juvenile circulation in seven of the libraries for which statistics were available. In one library, 46 percent of the total circulation was juvenile while only 25 percent of the budget was spent on the collection.

---

[1] Elizabeth Henry Gross, Public Library Service to Children, (Dobbs-Ferry, N.Y.: Oceana Publications, 1967.) p. 64.

Allocation of the Budget for Juvenile Books

Respondents were asked to estimate the percentages spent on new titles as compared to replacements and added copies of titles presently in the collection. The data for these estimates are presented in Table IV. When a similar question was asked of a selected number of systems throughout the country in 1963, Haviland found that nine spent 50 to 70 percent on older titles, five spent 50 percent, and another five, 40 percent. However, the figure lowered for each small unit within the system where there was relatively less replacement required and a proportionally broader selection of titles needed. In three large systems, the proportion spent for new titles was 10 to 20 percent; while in several small independent libraries, the percentage given was 80 to 90 percent.[2] While none of the libraries in this study estimated their expenditures for new titles at less than 40 percent, one estimation (95 percent) surpassed the figure given by Haviland for small, independent libraries.

Allocation by outlet

The juvenile budget was not allocated by outlet in ten of the library systems; rather, the collection was considered as a whole even though copies of a title were often assigned to an outlet permanently. In one system two of the largest outlets were assigned a portion of juvenile budget. The children's coordinator in the largest system had recently assigned a portion of the juvenile budget to each children's librarian serving in an outlet with a permanent collection, each area children's librarian responsible for the collections in six to eight branches with rotating collections, and to the children's librarian serving in the bookmobile department. A special project involving books by mail financed by a state grant had required one

---

[1] Virginia Haviland, "Building the foundation: The Book Collection," Library Trends, July, 1963, p. 12.

TABLE III

COMPARISON OF THE PERCENTAGE OF THE BUDGET ALLOCATED TO JUVENILE AND THE PERCENTAGE OF CIRCULATION ATTRIBUTED TO JUVENILE, RANKED BY POPULATION

Library	Population	Percentage of Budget	Percentage of Circulation
Whitman County	16,014	35	45
Clallam County	16,880	29	40
Whatcom County	38,966	33	29[a]
Mid-Columbia Regional	49,532	25-33	42
Kitsap Regional	96,357	33 1/3	30
Spokane County	106,457	30	39
Ft. Vancouver Regional	116,747	25	42
North Central Regional	121,054	25	N.R.
Yakima Valley Regional	146,740	7.5[b]	N.R.
Timberland Regional	191,160	33 1/3	N.R.
Sno-Isle Regional	191,630	30	41
Pierce County	196,889	25	46
King County	446,369	40	N.R.
High	446,369	40	
Low	16,014	25	
Median	116,747	30	

N.R. - No Record

[a] Based on figures which included circulation at city library by county residents.

[b] Percentage allocated for juvenile collection at headquarters outlet.

TABLE IV

ESTIMATED PERCENTAGES OF JUVENILE BOOK BUDGET ALLOCATED FOR NEW TITLES, AND REPLACEMENTS AND ADDED COPIES

Library[1]	Percentage for New Titles	Percentage for Replacements and Added Copies
Whitman County	60	40
Clallam County	95	5
Whatcom County	60	40
Mid-Columbia Regional	60	40
Spokane County	66 2/3	33 1/3
Ft. Vancouver	66 2/3	33 1/3
North Central Regional	50	50
Yakima Valley Regional	75[a]	25[a]
Sno-Isle Regional	85	15
Pierce County	50	50
King County	40	60
High	95	60
Low	40	5
Median	60	40

[a] Headquarters collection, only.

[1] No estimation made for the Kitsap Regional Library or the Timberland Regional Library.

system to maintain a separate accounting for juvenile materials supporting this collection.

ANALYSIS OF THE BOOK COLLECTION

Size of the Juvenile Collection

The size of the juvenile collections as compared to the total collection and the young adult or young people's collection is shown in Table V. The percentage of the total book collection represented by the juvenile collection varied from 29.8 to 46.6 percent with a mean of 36.75. In the Gross Study of 1957, 185 libraries who reported served population between 50,000 and over 100,000. Of these, seventy-five libraries reported that juvenile bookstock represented 21 to 30 percent of the total book collection and forty-six reported 31 to 40 percent of the total bookstock as juvenile.[1] All the libraries in the present study fell into the higher range or above except one, and had the young people's book collection which served grades six to eight in this library been included in the juvenile figure, the percentage would have risen to 43 percent.

Number of New Titles and Number of Copies

Among the factors which determined the number of copies purchased by a library system were (1) the anticipated use of a title, (2) the number and type of outlets served by the system, and (3) the concept of the juvenile collection held by the children's staff or the library administration.

Respondents were asked to list the number of copies usually ordered for the system of the following categories: juvenile fiction, juvenile nonfiction, picture books, and trade books with limited vocabulary. As shown in Table VI, picture books were usually duplicated more heavily than nonfiction titles and most libraries bought fewer copies of a nonfiction title than of other categories. In some libraries, the number of copies of the various categories followed a formula unless the title had limited use or appeal. One regional library adhered to the following pattern when ordering

---

[1] Elizabeth Henry Gross, Children's Service in Public Libraries: *Organization and Administration*, (Chicago: American Library Association, 1963), p. 59.

TABLE V

RELATIONSHIP OF JUVENILE COLLECTION TO TOTAL COLLECTION AND YOUNG PEOPLE'S COLLECTION, RANKED BY POPULATION

Library[1]	Total Volumes	Juvenile Volumes	Percentage of Juvenile to Total	Young People's Volumes
Whitman County	62,842	22,799	36.3	Inc. in Adult
Clallam County	42,308	19,715	46.6	981
Whatcom County	85,788	25,569	29.8	11,054[a]
Mid-Columbia Regional	114,870	45,460	38.6	4,821
Kitsap Regional	153,507	41,713	32.9	11,721[a]
Spokane County	102,580	47,555	46.1	9,686
Ft. Vancouver Regional	191,549	63,105	32.9	4,145
North Central Regional	254,124	92,088	36	N.R.
Yakima Valley Regional	241,512	83,035	34	16,495
Sno-Isle Regional	191,622	67,647	40.5	25,066[a]
Pierce County	191,714	80,292	41.8	Inc. in Adult
King County	671,571	238,465	35.5	Inc. in Adult
High	671,571	238,465	46.6	
Low	42,308	19,715	29.8	
Mean	191,999	68,963	36.75	

[a] Collection serves younger teenagers.

[1] Complete statistics for juvenile collection not available for Timberland Regional Library.

TABLE VI

COMPARISON OF NUMBER OF COPIES OF NEW TITLES WITH TOTAL POPULATION JUVENILE CIRCULATION, AND NUMBER OF JUVENILE TITLES ADDED, 1967, 1968.

Library	Total Population 1968	Juvenile Circulation 1968	Number of Titles Added,1967	Number of Titles Added, 1968	Non-Fic. Titles	Fiction Titles	Picture Books	Easy Reading
Whitman County	16,014	81,941	542	549	1-2	1-3	3	1-10
Clallam County	16,880	62,188	836	903	1-2	1-2	3	1-10
Whatcom County	38,966	104,730	327	528	2-4	2-4	2-4	2-4
Mid-Columbia Regional	49,532	145,091	948	896	1-2	2-3	3-5	3-5
Kitsap Regional	96,357	148,264	563	608	5	5	5	5
Spokane County	106,457	175,471	993	602	2-4	3-6	3-6	3-6
Ft. Vancouver Regional	116,747	305,167	520	1,252	3-5	3-5	3-5	3-5
North Central Regional	121,054	N.R.	607	626	4-8	5-10	6-12	10-15
Yakima Valley Regional	146,740	N.R.	1,085	1,556	1-4	1-3	1-3	2-4
Timberland Regional	191,160	549,918	N.R.	792	1-15	12-15	15-18	15-18
Sno-Isle Regional	191,630	435,665	819	885	2-4	3-5	4-6	4-6
Pierce County	196,889	276,929	1,091	906	3-6	6-8	6-10	6-10
King County	446,369	N.R.	389	575	1-19	1-19	1-44	1-19

a fiction title having moderate appeal: Areas A and B, five copies each; Area C, four copies; Area D, two copies, Branches A and B, one copy each. If the title had limited appeal, three copies were ordered, one each for Areas, A, B, and C. Single copies were purchased for Area A, the headquarters library.

As shown in Table VII, there were in most cases a proportionally large number of outlets to absorb the copies of new titles purchased. The population was, of course, an important factor in considering the number of copies to be purchased, but the dispersal of that population determined the number and type of outlets to be established and supported. Several of the systems had outlets with permanently assigned collections as well as outlets with rotating collections. The two smallest systems had a completely fluid collection. When books were not in branches or stations or on the bookmobile, they were available to partrons using the headquarters library as a public outlet. Bookmobile collections serving schools usually required heavier duplication, but bookmobile copies frequently experienced larger turnover than did those assigned to stationary outlets. The ratio of titles to outlets was considerably higher when three to five copies were purchased for seven outlets than when one to three copies were purchased for twenty outlets. If copies were assigned to any one collection permanently, such as the headquarters library, the possibility of an outlet with a rotating collection receiving a new title initially was even less. No consistent relationship existed between the number of copies and the number of outlets, population, circulation, or the number of schools served; although, as expected, those who served the greatest number of outlets and the largest population purchased the most copies.

Minimum Standards for Public Library Systems,[1] developed for libraries serving populations of 150,000 or more, did not recommend a specific number of juvenile titles to be added annually. However, Public Library Service of 1956[2] recommended that 400-500 juvenile titles be added annually with

---

[1] American Library Association, Public Library Association, Minimum Standards for Public Library System, 1966, (Chicago: American Library Association, 1967).

[2] American Library Association, Public Library Division, Coordinating Committee on Revision of Public Library Standards, Public Library Service, A Guide to Evaluation with Minimum Standards (Chicago: American Library Association, 1956), p. 36.

TABLE VII

COMPARISON OF NUMBER OF COPIES OF NEW TITLES WITH NUMBER AND TYPES OF OUTLETS, RANKED BY NUMBER OF OUTLETS

IBRARY	Outlets	Outlets with Permanent Collections	Outlet with Copy of Each Title Added	Number of Bookmobiles	Bookmobile School Stops	Non-Fic. Titles	Fiction Titles	Picture Books	Easy Reading
lallam County	6	0	pool	2	9	1-2	1-2	3	1-1
id-Columbia Regional	6	0	pool	2	6	1-2	2-3	3-5	3-5
t. Vancouver Regional	7	2	Headquarters	3	26	3-5	3-5	3-5	3-5
hatcom County	10[a]	0	pool	1	11	2-4	2-4	2-4	2-4
itsap Regional	11	1	Headquarters	1	6	5	5	5	5
pokane County	12[a]	0	pool	2	28[b]	2-4	3-6	3-6	3-6
hitman County	17	0	pool	1	17	1-2	1-3	3	1-10
akima Valley Regional	20	1	Headquarters	3	10	1-4	1-3	1-3	2-4
no-Isle Regional	22[a]	8	No one outlet	3	26	2-4	3-5	4-6	4-6
ierce County	22[a]	1	No one outlet	3(1 school)	19	3-6	6-8	6-10	6-10
orth Central Regional	29	2	Headquarters	3	22[c]	4-8	5-10	6-12	10-15
imberland Regional	33	5	Headquarters	6	20	1-5	12-15	15-18	15-18
ing County	43[a]	7	No one outlet	3(1 school)	30	1-19	1-19	1-44	1-19

[a] Headquarters Library not used as public outlet.

[b] September, 1968, reduced to 12.

[c] September, 1968, reduced to 14.

sufficient duplicate copies to total one volume per five persons for systems serving up to 100,000. The number of juvenile titles added annually for 1967 and 1968 shown in Table VI ranged from 327 to 1,091 in 1967 and from 528 to 1,556 in 1968. The concept of the juvenile collection held by the person or group responsible for selection or by the library administrator may have been as significant as the number of outlets, population served, or other measurable factors. The large number of titles with a correspondingly low rate of duplication in several of the systems suggested that those responsible for the juvenile collection believed that a wide spread of new titles and recency of copyright were preferable to adding fewer titles but duplicating more heavily. Two children's coordinators acknowledged some pressure from their administrators who, concerned with "title count," preferred a spread of titles to duplication. The system serving the largest population and number of outlets added fewer titles than eleven of the other systems. This library rigorously screened current titles and encouraged wide duplication.

Other factors that must be considered in determining the number of copies for purchase are the local staff's skill in eliciting requests from children and the staff's knowledge or awareness of titles purchased by the system, both beyond the scope of this study.

Total Number of Titles in Juvenile Collection

The number of titles represented in the overall juvenile collection as presented in Table VIII bore no relationship to the number of volumes nor to the population served. The library with the most titles served a population of 146,740 and had a juvenile collection of 83,035 volumes. This library, however, had for several years subscribed to the largest number of publishers through the Greenaway Plan which may have accounted for the large number of titles in the overall collection in addition to the number added annually. The library with the fewest number of titles served a population of 116,746 and had a juvenile bookstock of 63,105 volumes. This library revealed a relatively high juvenile circulation in proportion to others of comparable size, and as shown in Table XI, circulation from the bookmobiles accounted for slightly over half of the juvenile circulation. The library with the highest ratio of volumes to titles (18:1) had fewer titles than the library with the lowest ratio (1.5:1).

TABLE VIII

RATIO OF JUVENILE VOLUMES TO TITLES, RANKED BY POPULATION

Library[1]	Volumes	Titles	Ratio
Whitman County	22,799	15,396	1.5
Whatcom County	25,569	13,936	1.9
Mid-Columbia Regional	45,460	22,428	2.3
Ft. Vancouver Regional	63,105	10,562	6
North Central Regional	92,088	11,839	7.6
Yakima Valley Regional	83,035	24,831	3.3
Sno-Isle Regional	67,647	19,138	3.5
Pierce County	80,292	21,085	3.8
King County	238,465	13,242	18
High	238,465	24,831	18
Low	22,799	10,562	1.5
Mean	86,957	14,715	5.32

---

[1] Total number of juvenile titles not available for Clallam County, Kitsap Regional, Spokane County, and Timberland Regional Libraries.

While the number of copies may depend upon the number of outlets in the library system, the wide range of titles in the collections serving a comparable number of outlets suggested differences in philosophy regarding the composition of the juvenile collection. In evaluating the effect that duplication of titles had on an outlet's juvenile collection, the ratio of volumes to titles was compared to the number of outlets served by the system. As shown in Table IX one copy of a title must serve as many as 11.4 outlets in one system while in another, each copy serves on the average 1.16 outlets. In the latter instance, this relatively high rate of duplication may have reflected the duplication necessary in the bookmobile collection which served a large number of schools. In three of the libraries included in Table IX one copy of each title was assigned to the headquarters library, which further lessened the number available to other outlets.

Relationship of Bookstock to Circulation

Statistics for juvenile circulation and bookstock were available in nine of the library systems. As shown in Table X, the ratio of juvenile circulation to bookstock for these libraries ranged from 2.35:1 to 6.4:1. Gross found in her study of 1957, that in 110 libraries (65 percent of those reporting) in the group serving 50,000 population or more, the ratio of juvenile circulation to bookstock ranged from 3.5:1 to 7.4:1 while 38 libraries (22 per cent) reported figures which placed their ratios in a range from 7.5:1 to as high as 14.1:1.[1]

One factor affecting the ratio of circulation to bookstock is the amount of service given by bookmobiles. Collections supporting bookmobile service at school experience a rapid turnover of bookstock which may result in a more impressive ratio, but may also deter a critical appraisal of a collection needing re-evaluation. Juvenile circulation derived from bookmobile services for the nine systems included in Table XI ranged from 20 percent to 73 percent. Juvenile bookmobile circulation accounted for only 20 percent of the total juvenile circulation for the library with the lowest ratio of bookstock to circulation (2.35:1) as shown in Table X, while the juvenile

---

[1] Gross, Children's Service in Public Libraries, op. cit., p. 58.

TABLE IX

RELATIONSHIP OF COPIES PER TITLE TO NUMBER OF OUTLETS, RANKED BY NUMBER OF OUTLETS SERVED

Library[1]	Outlets Served	Average Number of Copies to Titles	Number of Outlets per Title Copy
Mid-Columbia Regional	6	2.3	2.6
Fort Vancouver Regional	7[a]	6	1.16
Whatcom County	10	1.9	5.5
Whitman County	17	1.5	11.3
Yakima Valley Regional	20[a]	3.3	6
Pierce County	22	3.8	6
North Central Regional	29[a]	7.6	3.8
Sno-Isle Regional	40	3.5	11.4
King County	43	18	2.5

[a] Headquarters library received copy of each title added.

[1] Total number of juvenile titles not available for Clallam County, Kitsap Regional, Spokane County and Timberland Regional Libraries.

TABLE X

RATIO OF CIRCULATION TO BOOKSTOCK, RANKED BY POPULATION

Library[1]	Juvenile Circulation	Juvenile Bookstock	Ratio
Whitman County	81,941	22,799	3.6
Clallam County	62,188	19,713	3.15
Whatcom County	104,730	25,569	4
Mid-Columbia Regional	145,091	45,460	3.2
Kitsap Regional	148,264	41,713	2.35
Spokane County	175,471	47,555	3.7
Ft. Vancouver Regional	305,167	63,105	4.8
Sno-Isle Regional	435,665	67,647	6.4
Pierce County	276,929	80,292	3.7
High	435,665	80,292	6.4
Low	62,188	19,713	2.35
Mean	192,605	45,761	3.88

[1] Juvenile circulation statistics not recorded in the North Central Regional, Yakima Valley Regional and King County Libraries. Juvenile bookstock figures for all components of the Timberland Regional Library not available.

TABLE XI

PERCENTAGE OF TOTAL JUVENILE CIRCULATION FROM BOOKMOBILES, RANKED BY POPULATION

Library	Total Juvenile Circulation	Juvenile Bookmobile Circulation	Percentage
Whitman County	81,941	44,129	54
Clallam County	62,188	40,048	64
Whatcom County	104,730	76,559	73
Mid-Columbia	145,091	72,565	50
Kitsap Regional	148,264	30,095	20
Spokane County	175,471	67,620	38.5
Ft. Vancouver Regional	305,167	168,328	52
Sno-Isle Regional	435,665	200,162	55
Pierce County	276,929	102,315	37
High	435,665	200,162	73
Low	62,188	30,095	20.1
Mean	192,827	89,091	49.73

bookmobile circulation for the library with the highest ratio (6.4:1) was 55 percent. Juvenile bookmobile service accounted for 50 to 73 percent of the juvenile circulation for all libraries serving populations under 50,000.

Other factors which affect the ratio of circulation to bookstock are the condition and dispersal of the collection. Books no longer needed or in poor condition will adversely affect the ratio. Proliferation of stationary outlets, while perhaps necessary to meet the unique demands made upon libraries of this type, may result in collections which are inefficient in terms of population served. While the effectiveness of programs of service for children and the responsiveness of present selection practices in meeting the needs of the areas served are also factors, both lie outside the scope of the present study.

SPECIAL COLLECTIONS AND NON-BOOK MATERIALS

A juvenile collection may be expected to meet a variety of interests and needs. Standards for children's library services stated that materials other than books are essential in providing full cultural and educational experiences for children in the electronic age.[1] Magazines, recordings, filmstrips, films, and other non-book materials are part of many library collections for children. To meet the demands of adults and children, some libraries have found it necessary to include textbooks, books in foreign languages, and materials for special interest groups. Paperbacks for children have helped to meet a demand for popular titles and have proven to be equally as popular with younger children as with teenagers.

Textbooks

While the majority of the libraries included textbooks to some extent in their collections, the policy of four libraries was to exclude primers, preprimers, readers, and other textbooks, except when the textbook provided the best material available on a subject. A few of the libraries bought heavily in this area while others added only a few titles. One library reported that titles in these categories were no longer being replaced.

---

[1] Subcommittee on Standards for Children's Service, Public Library Association, op. cit., p. 21.

Foreign Language, I.T.A. and Large Print Editions

Eleven of the thirteen libraries purchased a number of juvenile titles in foreign languages and ten also included large print editions. Four libraries had some materials in I.T.A. (Initial Teaching Alphabet) and one borrowed for summer use books in this form from a school library.

Paperbacks

Eight libraries had not added juvenile paperback editions, one reported having a few titles, and four made them available in all outlets. The library system supporting the Books by Mail Project had a wide range of juvenile paperbacks for this collection and, in addition, paperbacks were also available in all branch outlets. The processing of paperbacks varied. Two libraries fully cataloged a few titles, mostly non-fiction. One library did complete cataloging for children's paperbacks which were shelved in the regular collection while those assigned to paperback shelving received the minimum processing required for circulation.

Magazines

All libraries reported having juvenile magazines available in their collections, although in two libraries they were represented only in the headquarters outlet. Most libraries did not retain back issues longer than a year unless indexed in the *Reader's Guide to Periodical Literature*. The *Subject Index to Children's Magazines* was available in two of the libraries.

Materials for Special Interest Groups

Merit Badge pamphlets for Boy Scouts were available in all libraries except one, and Boy Scout Manuals in all but two. Materials for Boy Scout leaders were found in nine libraries, although in two of these they were shelved in the adult department. Girl Scout and Camp Fire Girls' materials were represented in all libraries except two, although five libraries provided no materials for leaders. Eleven libraries provided no special materials for 4-H members, a policy which had the approval of the local sponsors in most of the areas.

Historical Collections of Children's Books

Four libraries had set aside a few books with historical significance. These collections were used in displays for the most part and were not extensive in depth nor coverage.

Recordings

Eleven libraries included juvenile recordings in their collection and one also included juvenile recordings in both the adult and juvenile collections at the headquarters library. Juvenile recordings were available on the bookmobiles in seven libraries and were part of the collections in branch outlets in nine libraries, although one provided recordings for only the two largest branches. Seven libraries provided separate catalogs which included both juvenile and adult recordings. Three listed juvenile recordings in a separate catalog and one library no longer cataloged juvenile recordings but processed for circulation, only. In none of the libraries did entries for recordings and books appear in the same subject catalog which may have reflected the attitude that juvenile recordings answer primarily a recreational need, or that their subject matter is not significant in filling requests for information.

Films, Filmstrips, Slides, Projected Books

Two libraries provided slides while three included filmstrips of interest to children in their collections. One county library had borrowing privileges for slides and filmstrips from a city library. Projected books of juvenile titles were represented in two library systems. Membership in the Washington State Film Circuit was held by ten systems who received monthly packets with two to four children's films plus others with family appeal. Seven libraries also purchased films for their own collections and films for or about children or their literature were often added.

Other Materials

One library reported success in circulating jig-saw puzzles to children. None of the libraries reported having eight millimeter films, tapes, or transparencies of interest to children, although two libraries expressed interest in the future role of tape cassettes.

SUMMARY

In county and regional libraries of the State, the juvenile collection represented a sizable portion of the total library collection ranging from nearly 30 to 47 percent. The percentage of the total budget allocated for juvenile books ranged from 25 to 40 percent, while the juvenile circulation for those libraries reporting ranged from 29 to 46 percent of the total.

There was evidence that several systems preferred a large number of current titles to a smaller number with more duplication. The estimated percentage of the juvenile budget allocated for new titles as opposed to replacements and additions was unusually high, with five of the libraries estimating the expenditures for new titles to be 66-2/3 percent or higher. Seven systems in 1968 added 792 to 1,556 titles new to their collections. The number of copies of a new title usually purchased showed a low rate of duplication in several libraries, many with a relatively large number of outlets.

Bookmobile service accounted for 50 to 73 percent of the total juvenile circulation in library systems serving populations under 50,000. The need for duplication was somewhat lessened when service was given from a common outlet (bookmobile) rather than a number of small stationary outlets.

The large number of titles in the total juvenile collections indicated a reluctance to withdraw all copies of a title from the system, a concern with title count, or a shortage of staff to carry out a program of weeding and re-evaluation of titles. In no other aspect of the collection was there such a wide discrepancy among library systems serving comparable populations.

Most of the systems provided in varying numbers textbooks, books in foreign languages, special materials for organizations serving children, and juvenile recordings. There was an apparent reluctance to add juvenile paperbacks. The additional clerical work involved when orders must be placed with an out-of-town jobber and a skepticism concerning the role of paperbacks in a juvenile collection were among the reasons for not adding them.

Most libraries were anxious to broaden their offerings in non-book materials, and budget limitation was the deterrent most often cited. Juvenile recordings were available in eleven systems either in all outlets or in the larger outlets, only. Ten systems belonged to the Washington State Film Circuit and seven also purchased films for locally owned collections. Two provided projected books and slides of interest to children, and three included filmstrips.

CHAPTER 4

MAINTENANCE OF THE COLLECTION

Maintenance of juvenile collections requires that outdated materials be replaced with current titles which reflect contemporary situations and thought, and materials in poor physical condition be withdrawn or replaced with new copies. Re-evaluation of the content with an awareness of the availability of other titles in the same subject field is important in maintaining a juvenile collection of adequate quality. Preventive maintenance can be exercised in the type of binding selected for new and replacement copies. Prebound copies will require the minimum of care but the high initial cost may render this binding too expensive for titles having limited use.

The concern of this Chapter is to disclose those practices and policies which affect the maintenance of collections by considering (1) the annual additions and withdrawals, (2) staff charged with this responsibility, (3) the frequency which collections are weeded and titles re-evaluated, (4) the disposition of the materials removed from the local collections, and (5) the types of binding preferred for juvenile titles.

VOLUMES WITHDRAWN AND ADDED

The number of juvenile volumes withdrawn from twelve of the libraries in 1968 is shown in Table XII. The percentage of the collection withdrawn ranged from 1.7 to 20.9. The *Interim Standards for Small Public Libraries* recommended that "annual withdrawals from the basic collection should average five percent of the total collection."[1] While seven of the libraries fell below this mark for their juvenile collection, five surpassed this figure. This variance may be explained partly by the fact that not all libraries weed their total collections each year. One library, before moving to a new building, withdrew a fifth (20.9 per cent) of the juvenile collection in a massive weeding program.

---

[1] American Library Association, Public Library Association, *Interim Standards for Small Public Libraries: Guidelines Toward Achieving the Goals of Public Library Service* (Chicago: American Library Association, 1962), p. 8.

TABLE XII

PERCENTAGE OF JUVENILE COLLECTION WITHDRAWN, 1968, RANKED BY POPULATION

Library[1]	Total Juvenile collection Beginning of 1968	Volumes Withdrawn	Percentage Withdrawn
Whitman County	22,110	363	1.7
Clallam County	18,893	514	2.7
Whatcom County	24,664	203	.86
Mid-Columbia Regional	44,765	1,658	3.66
Kitsap Regional	39,778	787	2.48
Spokane County	54,662	10,173	20.9
Ft. Vancouver Regional	66,486	6,607	11.4
North Central Regional	89,938	2,189	2.4
Yakima Valley Regional	93,603	16,741	17.7
Sno-Isle Regional	64,156	1,715	2.8
Pierce County	79,498	4,782	6
King County	212,553	11,631	5.4
High	212,553	16,741	20.9
Low	18,893	203	.86
Mean	67,592	4,780	8.66

[1] Timberland Regional Library statistics not available.

Additions to the collection in 1968 can be seen in Table XIII. The percentage of the total additions to the collection represented by juvenile volumes ranged from 25.6 to 50 percent, with a mean of 35.5 percent. To insure that a regular influx of new volumes is added to the juvenile collection, offsetting the withdrawals of materials no longer of value, the Minimum Standards for Library Systems recommend that up to one-third of the volumes added annually in libraries serving 150,000 population or more should be for children.[1] Of the five systems that approached this population, four met the standard and figures were not available for the other.

RESPONSIBILITY FOR WEEDING AND RE-EVALUATION

Public Outlets

The children's coordinator in six libraries was given the responsibility for weeding all juvenile collections in all outlets. In the remaining libraries this responsibility was shared by other staff. In four libraries bookmobile librarians were responsible for weeding their juvenile collections while extension librarians in three libraries weeded the juvenile collections in the branches as well as the juvenile collection in the pool collection. The staff at the outlets in two systems were expected to bear the major responsibility for maintenance of their collections, while in most systems local staffs were requested to return materials which were little used or which needed repair, leaving the headquarters staff with the task of systematically weeding the collection every few years.

In two libraries, the extension librarian recalled all titles which had been in an outlet for a designated period of time, approximately two to three years. It was expected that this practice would accomplish the turnover of collections and would also aid in maintaining the collections at a reasonably high level. One of the libraries also required that a book be returned when a new circulation card was needed, reasoning that juvenile books which circulated often also needed cleaning and other repairs.

---

[1] American Library Association, Public Library Association, Minimum Standards for Public Library Systems, 1966, op. cit., p. 42.

TABLE XIII

PERCENTAGE OF ADDITIONS REPRESENTING JUVENILE VOLUMES, 1968, RANKED BY POPULATION

Library[1]	Total Additions	Juvenile Additions	Percentage Added
Whitman County	3,535	1,050	29.7
Clallam County	2,692	1,334	50
Whatcom County	4,357	1,118	25.6
Mid-Columbia Regional	7,534	2,351	31.2
Kitsap Regional	9,971	2,922	29.4
Spokane County	11,179	3,066	27.4
Ft. Vancouver Regional	12,534	4,216	33.33
North Central Regional	16,666	4,339	26
Yakima Valley Regional	16,447	5,878	35.7
Sno-Isle Regional	16,166	5,206	32.2
Pierce County	16,931	5,509	32.5
King County	92,666	32,004	34.6
High	92,666	32,004	50
Low	2,692	1,050	25.6
Mean	17,556	5,749	35.5

---

[1] Timberland Regional Library statistics not available.

Pool Collection

While six children's coordinators or their staff assumed responsibility for weeding the pool collection, another assisted the extension librarian with this task when time permitted, and another had been delegated responsibility for weeding specific categories in the juvenile and young people's pool collection. In the latter situation, the pool collection was normally weeded by the director who worked from the shelf list and removed unneeded copies of a title or made the decision to withdraw all copies of a title. The responsibility for the juvenile and young people's fiction categories had been delegated recently to the children's coordinator, but the director still exercised the final judgment on the withdrawal of a title from the system. The children's coordinator found the weeding experience invaluable in selecting new titles and types of binding and in determining numbers of copies to be purchased.

FREQUENCY OF WEEDING AND RE-EVALUATION

The frequency with which collections were weeded was dependent upon the time that could be given to this task from the myriad of projects which require a knowledge of juvenile books. Most systems weeded an outlet at a time, with nearly half of the libraries scheduling this task on a regular basis ranging from once every four months for small outlets in a system with several children's librarians to once every three years for a system with twenty outlets and only one children's librarian. Juvenile bookmobile collections were usually weeded wholly or partially at the end of the school year. The pool collection was weeded in most systems periodically or continually, or as one coordinator expressed it, "constantly."

Only one library reported a systematic program of re-evaluation of titles while another library re-evaluated titles only in the headquarters collection on a regular schedule. In the latter instance, the children's librarian had little responsibility for the maintenance of the collections in the branch outlets or for the pool collection. Most libraries re-evaluated titles when last copies were considered for withdrawal or when copies were weeded from the pool collection.

DISPOSITION OF MATERIALS WEEDED FROM COLLECTIONS

Books which needed repair or were no longer used at an outlet were returned to headquarters where they were sorted for discarding, mending, rebinding or shelved into the pool collection and later evaluated by a librarian. In many libraries, page and clerical staff were trained to do preliminary sorting, leaving the final disposition to the judgment of a librarian. In three libraries, shipments of books from the outlets were routinely examined for obsolete and worn copies before being shelved in the pool collection.

Eleven of the twelve libraries regularly rebound juvenile books although two rebound only a limited number and one did not rebind picture books. All library systems mended books at their headquarters library, but in six of the libraries minor repairs were made at the various outlets.

In five of the libraries the decision to mend, bind, withdraw or replace was the responsibility of the children's coordinator or his professional staff. In one headquarters library, space was set aside in the mending department for juvenile books. When the space was filled or when time permitted, the children's coordinator approved the decisions for binding, mending, and discarding. The technical processes department checked, at the request of the children's coordinator, the number of copies remaining of a title being discarded. The decision to replace rested with the children's coordinator.

In seven of the libraries, the responsibility for some of these decisions was shared by the extension or the bookmobile librarian, and in some instances by the library director. In one library where the responsibility was shared, the branch supervisor left the decision for mending or discarding to the mender, but asked that science, travel and other subjects likely to be dated be set aside for her inspection before mending. The children's coordinator's advice was asked in deciding upon replacements. The reference librarian in another system selected the juvenile books to bind, the director decided on replacements, and the children's coordinator made the decision on mending or discarding. The decision to bind in two other systems having children's librarians rested with the library director.

TYPES OF BINDING FOR NEW COPIES

Juvenile books were ordered in trade editions, publishers' library editions, or in prebound editions with discounts regularly allowed only for trade editions. The staff responsibile for juvenile selection also made the decision on the type of binding to be ordered. Respondents were asked to estimate the percentage of juvenile acquisitions ordered in each of the three types. The types of binding selected by the library systems for the juvenile collection as shown in Table XIV reveal a variety of opinion.

One coordinator who bought no titles in trade editions concluded that the time expended in segregating the few titles from the total for which trade binding would be adequate was more costly than the savings involved. One library bought no titles prebound, preferring to rebind or replace when necessary. Some libraries preferred to select the bulk of their titles in either trade or publishers' library editions because of a library policy not to add plastic jackets to prebound books.

Seven libraries found the publisher's library edition moderately to highly satisfactory since 50 to 92 percent of their titles were ordered in this binding. For three other libraries, publishers' library editions were bought not at all or very sparingly. Either these editions were not adequate to their needs or the Class A library binding offered by prebinders was a better choice for their needs and budgets. The absence of binding standards for publishers' library editions may also have been a factor. One librarian commented on the occasional difficulty in obtaining a trade edition from the jobber when the title was also published in a library binding.

SUMMARY

Maintenance of a collection divided among many outlets, some with rotating collections and others with permanent collections, complicated the task. Not all libraries re-evaluated or weeded their entire juvenile collections each year, which accounted in part for the low as well as the high percentages of the total juvenile collection withdrawn in 1968. Easier to accomplish was the acquisition of new volumes including both current and older titles. The percentage of volumes added in 1968 ranged from 25.6 to 50 percent.

TABLE XIV

ESTIMATED PERCENTAGES OF BINDINGS SELECTED FOR NEW JUVENILE ADDITIONS, 1968, RANKED BY POPULATION

Library	Trade	Publishers' Library	PreBound
Whitman County	35	40	25
Clallam County	2	92	6
Whatcom County	35	32	33
Mid-Columbia Regional	25	75	0
Kitsap Regional	75	25	25
Spokane County	25	50	25
Ft. Vancouver Regional	0	66.67	33.33
North Central Regional	60	5	35
Yakima Valley Regional	66.67	0	33.33
Timberland Regional	5	92	3
Sno-Isle Regional	25	50	25
Pierce County	2	60	38
King County	0	2	98

In six systems the children's department assumed the responsibility for weeding juvenile collections in all public outlets and for the pool collection; but in the others this responsibility was shared or assumed by extension or bookmobile librarians or with the staff serving at the outlets. Non-professional staff in many systems were trained to make preliminary decisions concerning copies to bind, mend, or discard. Children's coordinators in five systems were given the responsibility for the final decisions on titles to be bound rather than mended and withdrawn rather than replaced; in the other libraries, some of these decisions were made by staff in other departments.

One library re-evaluated titles for the system on a regular basis, but in most systems this task was done when last copies were considered for withdrawal or when encountering a questionable title in weeding an outlet. The regularity by which outlets were weeded ranged from once every three months to three years. In many libraries, the pool collection was weeded and re-evaluated more often since it was easily accessible and absorbed the unwanted titles from the outlets.

No unanimity of opinion regarding the most desirable binding to be ordered for new volumes was apparent. Most library systems selected from among the three possibilities (trade, publisher's library and prebound editions) depending upon the anticipated use of the title. One system considering the problem of maintenance selected the bulk of their titles in prebound editions, but one other system selected none of its titles in this binding. Generally, however, the publisher's library edition, considered a compromise between the trade and prebound editions, was the most popular binding, with seven systems choosing half or more of their acquisitions in this binding.

CHAPTER 5

ROTATION AND DISTRIBUTION OF MATERIALS

Rotation of materials is a feature which more than any other distinguishes the library systems in this study from municipal libraries serving the public through a main library and several branches. While many county and regional libraries in the United States have evolved from rotating collections to collections permanently assigned, the majority of the libraries in this study will continue to support outlets with rotating collections unless a more efficient method is found to serve public in sparsely populated areas. Libraries which have both types of outlets within their systems have found that overall policies and procedures may be altered by the special requirements imposed by outlets with rotating collections.

This section is concerned with the rotation of materials as a part of a broader area, the movement within the system of all materials: older titles as well as new titles. Among the factors which regulate the movement of materials are (1) the bibliographic control exercised, (2) the relationship of the pool collection to the various outlets and departments within the system, and (3) the adoption of basic collections assigned to all or several outlets. Not only is the balance or quality of an outlet's collection altered by (1) rotation shipments, composed of older titles previously assigned to other outlets, but (2) the influx of new titles may also change the character of the collection. The policies and procedures which determine the movement of materials is a particularly important area of the study.

BIBLIOGRAPHIC CONTROL

Shelf List Files

For ten of the libraries, the rotation of materials precluded the use of a shelf list as a record of location; although in one system, copies assigned permanently to the headquarters collection were so designated. The other two systems recorded location by departemnt: headquarters, bookmobile, or branch. The control of rotating branch copies was accomplished by locator files.

Locator Files

Location cards for each book were used in all libraries with few modifications. One omitted locator cards for books permanently assigned to the headquarters outlet, the bookmobile department, and the largest branch. The arrangement of the locator cards varied with the purpose that the files served in the rotation process. A rotation shipment was designed in part to fill obvious gaps in a collection, to permit exposure to titles that readers at an outlet may not have had, or at least not recently, and to accomplish an exchange of titles in popular categories, such as science fiction, horse or sports stories, which are read out in a short time.

Location cards in ten of the libraries were filed by individual outlet, juvenile separate from adult, and in shelf list order which easily revealed the balance and quality of individual collections. One library, however, while maintaining juvenile files by outlet, interfiled the adult location cards of all outlets into one file. The children's coordinator and branch supervisor differed on the function of rotation shipments and evaluated their respective collections by different criteria.

Combined Adult-Juvenile Locator Files

Two systems combined location cards for all outlets in one sequence which eased the problem of locating specific titles and copies. While one combined the cards of all outlets into one shelf-list arrangement, the age groupings--juvenile, young adult, and adult--were retained. In the other system, the shelf-list arrangement was followed, but juvenile non-fiction and adult non-fiction were interfiled, and juvenile fiction, easy books, young adult and adult fiction were also combined. The classification for young adult non-fiction was not used. Another system, which used a computer-produced catalog, not only was able to provide location files by outlet but also to maintain a combined location file.

Control at Outlets

Six libraries did not provide a record of materials sent in a rotation shipment for use of the public or outlet's staff, although catalog cards accompanied new additions to outlets with permanent or relatively stable collections. One library provided author-title catalog cards for all categories except juvenile easy books. Another provided a computer-produced catalog of the outlet's holdings which included the rotation shipment and new titles, and deleted those copies returned to the pool collection. Four library systems provided for the outlet's record a card for each book sent in a shipment. These were filed alphabetically by author or title or arranged in shelf-list order, according to the recommendation of the system.

RELATIONSHIP OF POOL COLLECTION TO OTHER OUTLETS

The pivotal point in the rotation process in most of the libraries was the pool collection at headquarters serving as a source for materials sent to outlets as well as absorbing the materials returned.

Public Outlet

The pool collection in two of the smaller systems was used as a public outlet in addition to supplying materials for the branch and bookmobile outlets. Two sub-regional centers of a large system also shared their collection with a bookmobile operating from their outlet. Each center had a limitation on the number of duplicates to be shelved in the collection with excess copies shelved in a non-public area.

Bookmobiles

Because of the heavy demands on a juvenile collection by bookmobiles serving schools, most libraries maintained a separate collection for this department. In two systems, a small loading collection assigned to the bookmobile department was supplemented by unlimited access to the pool collection. One library considered its two bookmobiles as separate outlets and each received rotation shipments and an allotment of new titles regularly. The collections of the two bookmobiles remained as separate entities.

Branches and Stations

The pool collection supplied only the branches and stations in seven of the libraries. In one system, the clerk selecting materials for rotation shipments frequently used the incoming books from the outlets to reduce the number awaiting shelving. In another the pool collection, available to all departments and outlets, was frequently by-passed in the rotation process. Instead, an "active" branch collection was set aside to house those books, usually new and choice titles, gleaned from incoming rotation shipments while the remainder were assigned to the pool collection. When the shelf space alloted to the active collection was filled, the books were reassigned by the branch department to outlets with rotating collections.

The recent allocation of separate budgets to area children's librarians in one system may effect a change in the role of the pool collection. Titles purchased by an area librarian for use of specific outlets may find their way into collections in other areas if the pool remains the pivotal point in the rotation process and if free and unlimited access to the pool collection continues to be the policy.

BASIC COLLECTIONS

A library system may have represented in its collection the notable books of past decades and the standard titles that children should encounter, but unless efforts are made to insure that certain titles or authors are constantly available at each outlet, the advantages of the system to the child may be more theoretical than real. Both Nolte and Fenwick, as noted previously, were concerned with the effect that rotation of materials could have on the quality of collections and recommended that basic collections be employed. In a recent text on bookmobiles, Brown, while agreeing in principle with the one fluid collection, also promoted the establishment of basic collections to provide those titles expected by the public.

> "Without the basic collection the bookmobile staff would often find it difficult to take care of immediate needs. They would constantly be looking for the same titles in the general collection, often without success since the demand would be general. Inclusion of books in the basic collection would be based on standard lists and upon experience on the bookmobile. Adult and juvenile classics, award-winning books such as the Newberry [sic] and Caldecott selections...would be included."[1]

---

[1] Eleanor Frances Brown, Bookmobiles and Bookmobile Service (Metuchen, N.J.; The Scarecrow Press, Inc., 1967) p. 83.

All but two libraries either had some form of a basic collection for all or some of their outlets with rotating collections or were in the process of compiling one. These titles (or authors) were always represented in a collection and the copies were maintained in good condition. Three libraries judged the basic collection as "very successful," and three, "moderately successful." Others had not had enough experience to make a judgment.

Administration

The number of titles ranged from 40 for station collections and 90 for branch collections in one system to 750 titles for the largest branch libraries in another. Most of the libraries with basic collections had subsequently enlarged their list, and one system was in the process of revising the entire list. Three libraries had not compiled a list but location cards for basic titles were marked.

Lists from five systems were made available for evaluation. Twenty-four titles appeared on all lists, 35 titles on four, and 31 titles on three lists. Some of the lists included only specific titles, others allowed for one of several titles by a particular author or any title on a particular subject. A list which gives alternate titles has more flexibility than one with specific titles, but the former requires implementation by a staff with juvenile book knowledge.

Three libraries marked neither records nor the books but worked with a list when selecting rotation books. In two of these libraries, the local staff was not asked to select the books to be returned in rotation and therefore the likelihood of a basic book being returned to headquarters other than for repair or replacement was slight. The third library acknowledged that branch personnel frequently returned basic titles in rotation shipments. Most libraries who depended upon local staffs to select books to be returned had obviously found some marking helpful even though it must be removed should the title be withdrawn from the list. Red tape on the spine, the branch code symbol on the pocket and card, or a special stamp used on the pocket and location card were used to alert clerical staff processing incoming shipments from the outlets. Three libraries also marked the shelf lists.

Advantages

Most librarians believed that the quality of the local collections could be more effectively maintained if a certain number of titles--classics, standards, and those constantly in demand--were permanently assigned and always available. One children's coordinator believed that the building of the list was a useful educational experience for his staff. Several commented that branch personnel were made more aware of titles of exceptional quality, and one system had used the collection in an in-service training program where these titles were featured in booktalks or discussions. Another library had discovered that system-wide bookmarks and lists were possible without creating problems for the request department. For one children's coordinator the circulation of basic books provided the touchstone to the effectiveness of the local librarian in promoting quality books as opposed to titles which need no introduction. The branch supervisor of one system, where the collections were too new to evaluate effectively, pointed out the obvious advantages to the child in being exposed constantly to the landmarks in children's literature as well as eliminating the paperwork for the requests made frequently for popular titles. One library, encouraged by the success of basic collections for children, was considering a similar plan for adult collections.

Problems

Most of the problems stemmed from difficulties in instructing local staffs in the procedures necessary to keep the collection available at the outlet and in good condition. Local staffs frequently failed to recognize basic titles and returned them in rotation shipments, or allowed copies in poor physical condition to circulate rather than request a replacement.

ROTATION OF MATERIALS

Materials were rotated to outlets with fluid collections on a scheduled basis in all library systems. In addition to books, three libraries rotated juvenile paperbacks and four included juvenile recordings. Some libraries considered all shipments to outlets "rotation" shipments while others distinguished between materials sent for exchange and those sent to fill requests or new materials. Most libraries made no distinction between branches and stations in administering rotation of materials; however, four libraries considered stations separately and with one exception scheduled shipments less frequently.

Administration

In six of the libraries rotation of juvenile materials was administered by the children's department. Materials were selected by the children's coordinator or a pre-professional assistant, an area children's librarian, or the librarian in charge of the juvenile collection. In one library, the children's coordinator supervised the extension staff responsible for selecting rotation shipments.

The extension department assumed the task of juvenile rotation in the other six libraries, two without children's librarians. The branch supervisor selected the materials in three of the libraries, the assistant branch supervisor in one, and in two libraries the responsibility was given to clerks. The staff in the local outlets had the option of selecting their own rotation materials in six of the libraries, but none assumed this task on a regular basis. In one library, local staffs were compensated for time and mileage whenever they selected their own materials, while in another system, local staffs often selected materials from the pool collection to be included as part of their rotation shipments.

The local staff in nine systems selected the materials to be returned although the children's coordinator of one library selected the non-fiction in order to control more effectively the balance of this category. Responsibility for materials to be returned was assumed by the children's staff in one library, and by the extension staff in two others. In a library with only two outlets with rotating collections, the extension librarian not only selected the titles to be sent, but also prepared a list of titles to be returned.

Most of the libraries used a station wagon or delivery van to transport rotation shipments to and from their outlets, although a few smaller systems depended upon the bookmobile or a staff member's car. Two systems mailed shipments to outlets that were far from headquarters, while two others occasionally used motor freight for deliveries.

Size and Frequency of Rotation Shipments

The circulation of an outlet and the space available for juvenile materials were expected to be the primary factors which determined the size of the rotation shipments. For the majority of the libraries, this was not true. Availability of materials at the pool collection, staff time, frequency of shipments were also listed as important determinants. Table XV shows that the number of outlets with rotating collections ranged from 3 to 33, while the size of the shipments varied from 10 to 300 volumes. As expected, the libraries with the largest rotation shipments were those which exchange juvenile materials less than five times annually.

Five libraries followed a schedule which prescribed numbers and categories of books for each shipment with the understanding that an approximate number would be selected for return. Two of these libraries restricted a shipment to one category, occasionally two; one included a prescribed number for each of the categories included and the other varied the number in each category according to the needs of the individual outlet. A copy of a juvenile rotation schedule, adjusted to the needs of individual outlets, may be found in the Appendix.

Most of the other systems attempted to provide several different titles in the various categories depending on the availability in the pool collection, but with a total number in mind. Local librarians were expected to return a comparable number. Major exchanges were initiated in a few systems by local staffs through subject requests while others inventoried each outlet periodically, exchanging the read-out or unneeded materials missed by local staffs with fresh materials from the pool collection. Requests for materials in particular categories or subjects were honored in most libraries in addition to regularly scheduled shipments.

The majority of the libraries were satisfied to exchange a certain number in each category during the year with approximately one-fifth to one-half of the total bookstock being exchanged. One library system with several small outlets attempted to turn over the entire collection of an outlet in a year, while the rate of exchange for another small system was nearly one and one-half times the total bookstock of the outlet. The figures for juvenile materials sent to the individual outlets during the year did not appear on statistical records; however, many of the libraries did report the total number of materials sent, adult and juvenile combined, as well as the number returned to the pool collection. These figures revealed that in several of the small outlets over the state the movement of materials to and from the outlet nearly approached the outlet's circulation of materials to the public.

The frequency of juvenile shipments, as shown in Table XV, ranged from 2 to 26, with four systems on a monthly schedule, three bi-monthly, three bi-weekly, and four who scheduled two to four shipments during the year. Staff time, distances from headquarters, and the schedules followed for adult materials were factors in most of the libraries determining the frequency of shipments. In one library, computer time available to issue a new catalog of holdings determined the frequency. The value placed by the administration on the rotation of materials was also a factor. One library system believed that this operation was of primary importance and the necessary time and resources to implement an effective program were invested. For another system, the operation was of lesser importance; outlets with rotating collections accounted for a relatively small part of the total library program and the needs of this operation appeared less pressing.

Guidelines Followed in Selecting Rotation Materials

Most libraries routinely consulted the location file of the outlet to prevent unnecessary duplication. One librarian questioned the necessity to check the location file for small shipments, while another considered this a necessary step in saving not only clerical time but also transportation charges. When assigning books to a particular outlet, three systems stamped the outlet's name or symbol on the inside cover or dated a routing slip attached for that purpose. This practice was thought to be helpful in alleviating problems caused by children using both a stationary outlet and a bookmobile. In selecting a shipment, titles that had once been assigned to an outlet were not by-passed for that reason since children's tastes and reading abilities change rapidly.

The primary guideline followed by one librarian in selecting rotation shipments was to choose the best titles available in the pool at the time. Another considered the new titles part of the rotation shipment and filled in with older titles from the pool collection. Those who limited a shipment to one category, or scheduled fewer but larger shipments, believed that a

TABLE XV

SIZE AND FREQUENCY OF ROTATION SHIPMENTS

Library	Number of Outlets with Rotation	Annual Number of Juvenile Shipments	Number of Juvenile Books per Shipment
Clallam County	2 branches 1 station	2[a] 25	300 20
Ft. Vancouver Regional	3	6[a]	25-100
King County	33	3[a]	200-300
Kitsap Regiona	3 branches 5 stations	22 11	25-100 25-100
Mid-Columbia Regional	2 branches	2-3[a]	100-150 Non-Fiction 200 Fiction 50-75 picture books.[b]
	1 station	6	150 adult and juvenil
North Central Regional	19 branches 3 stations	5-7[a] 2	30-60[b] Complete changes
Pierce County	19	4[a]	50-180[c]
Sno-Isle Regional	9	26	10-100[d]
Spokane County	12	12	75-200
Whatcom County	9	12	10-75
Whitman County	15	12	10-100
Yakima Valley Regional	15	11-12	15 picture books, 15 non-fiction, 20 fiction

---

[a] Shipments made more often for new books and special requests.

[b] One category in each shipment

[c] A shipment includes a specified number in each category, the numbers vary with each outlet.

[d] Juvenile and young people's books combined.

more efficient exchange resulted. By concentrating on one category, the various tastes and needs of children could be considered. A balance between titles for older and younger children, and between boys and girls would be easier. Realistic stories could be balanced with imaginative literature, and titles with wide appeal with those for the special reader.

Guidelines Followed in Returning Materials

The area children's librarians in one system were responsible for the selection of materials to be returned from outlets in their respective areas. Collections were surveyed three times a year to determine the special needs of the collections and to select materials which should be returned. Rotation shipments were then selected to fill gaps and balance the collection. Branches with relatively permanent collections in this system could also rotate parts of their collection but this responsibility rested with the individual children's librarian at the branch.

In systems where local staffs selected materials to be returned in rotation, instructions were given in all instances to return books which needed repair, were read-out, and, excluding basic titles or classics, those which had not circulated for some time. It was hoped that local staffs would also return popular titles that had enjoyed an active circulation and should be shared with other outlets in the system. In most libraries, a member of the children's staff or the extension staff occasionally or periodically visited an outlet to determine if particular categories needed additional titles removed. Two libraries clipped the locator cards of those titles that should be returned, and a list was sent requesting their return, or the location file was taken to the outlet and the books removed.

Role of the Outlet's Staff in Rotation

Most children's coordinators or branch supervisors who administered children's rotation for their systems found the performance of local staffs somewhat inadequate in selecting books to be returned in rotation. One children's coordinator observed that while local staffs usually returned the shelf-sitters or those needing repair, they were frequently unwilling to return a popular title even though it was not circulating at present. Another remarked that local staffs were reluctant to return juvenile mystery stories but perfectly agreeable to allow classics and standard titles to be returned to the pool collection. One librarian expressed awe at the faith of local staffs who somehow expected to retain all the popular titles indefinitely and still receive additional titles in rotation.

In order for rotation to work to its full potential, one children's coordinator identified two necessary qualities: a willingness to share and a knowledge of children's literature on the part of the local staff. If books can be promoted from a first-hand knowledge, there is less dependence on the obviously popular titles which circulate without effort on anyone's part. Another factor was the understanding that each local librarian had of the purpose of rotation. One library included in its in-service training program the opportunity for each branch librarian to select a rotation shipment from the pool collection, not for his own branch but for another. While this did not solve the problem, it did lead to greater understanding.

DISTRIBUTION OF NEW TITLES

In all but three of the libraries with children's librarians, the distribution of new titles to the various outlets was the responsibility of the children's coordinator or his staff. From the comments made by staff who assumed this responsibility, it was obvious that no rigid formula could be applied that would be workable in all situations.

Awareness of individual needs and differences gained through personal visits to the outlets and a knowledge of local librarians' strengths and weaknesses provided an essential background in assessing the needs of the collection. A children's coordinator explained that while small branches did not receive many new picture book titles, Branch X would always be sent the brightest and most attractive new titles because of the local librarian's obvious but not articulated aversion to picture books, even though the potential demand on this collection was above average. Since persuasion had failed, temptation was offered. Local staffs who enjoy fantasy or books for the special reader were sent new titles with the certainty that they would be especially effective in introducing these books to children. Two small outlets received more new titles as well as larger rotation shipments than others serving comparable populations because of the small space allowed for the juvenile collection and the proportionally high circulation. One children's coordinator, in describing her procedure for distributing new titles to the various outlets, reflected the approach of many others:

> "When I distribute new books or pull rotation books for a library, I try to see that library in my mind: the librarian, the collection and its special needs, and the community."

In one sense, staff of outlets with rotating collections are not unlike the patrons that any library serves.

Titles Assigned When Ordered

One children's coordinator, at the time of ordering, assigned copies to outlets with relatively permanent collections. A certain number of unassigned copies were earmarked for the branch department who distributed them to branches with rotating collections. However, copies were often assigned to branches with rotating collections in response to requests for materials not available in the collection. All branch librarians were encouraged to request material in areas where their collections were inadequate. If the request could not be filled from the pool collection, the children's coordinator added the subject to a "want list" which was kept at hand when ordering or allocating titles.

A system which served two branches, one station, two bookmobiles, and a headquarters library attempted to give each title exposure in all outlets before the title was sent to an outlet on a regular basis. Copies were assigned at the time of ordering, but after processing each title was assigned for three months to each outlet. A typed list was used to facilitate the movement from outlet to outlet. While these titles did not remain long enough at any one outlet to meet the needs of children who move through the different age groups at a slower pace, this practice did serve to acquaint the staff of each outlet with new acquisitions.

A regional library, formed by three former library districts and several municipal libraries, assigned copies at the time of the ordering to the larger outlets and to the areas served by the former library districts. The area children's librarians, in turn, assigned the processed copies to the outlets in their area.

Titles Assigned After Processing

If new titles were distributed after processing, they were divided monthly, bi-monthly, or quarterly, depending upon the number processed. One library system permitted branch librarians to examine the stock of new books awaiting distribution and to indicate their preferences by inserting a slip with their branch name in one of the copies. No assurance was given that an outlet would receive the title at first distribution, but an effort was made to comply.

One children's coordinator distributed new titles to outlets with relatively permanent collections and divided the rest among the remaining outlets primarily on the basis of circulation. Picture books were divided when ample numbers permitted a fair distribution. Some new non-fiction titles such as those covering a branch of science or a country were interfiled directly into the pool collection where they rotated with older titles. The librarian had concluded that these titles could be distributed more efficiently and unnecessary duplication, at the expense of other outlets, avoided since rotation shipments were checked against the location files.

Three libraries depended upon copy numbers to facilitate distribution of new books. In one library, all copy one's were assigned to the headquarters library, copy two's to the bookmobile, and copy three's to the branch department. Since the headquarters of one small county system served no public directly, the collection was divided between two departments, the even-numbered copies were assigned to the bookmobile, and the odd-numbered copies to the branches.

SUMMARY

Rotation of materials was administered by the children's staff in six systems and by the extension department in the remaining six, two without children's librarians. Local staffs in nine systems selected materials to be returned in exchange, while the children's staff in one library and the extension staff in the other two performed this task. No system was entirely satisfied with the performance of local staff in selecting materials to be returned, but no workable alternative had been found.

Rotation shipments were scheduled with prescribed numbers and categories in five systems, while others provided an assortment of titles in each category, usually with an overall total in mind. Librarians who preferred larger shipments of one category per shipment to more frequent and smaller shipments believed that the exchange was more efficient and the quality and balance easier to maintain.

In the majority of the libraries the pool collection provided materials only for the branches and stations, but in five systems it was also used by bookmobile, and in two of these served as the headquarter's outlet as well.

All but two libraries had some form of basic collections for their outlets with rotating collections or were in the process of compiling one. All libraries with basic collections believed that the advantages outweighed any disadvantage encountered.

To record location of copies ten libraries used location card files, juvenile separate from adult and arranged in shelf list order. Location files which revealed the balance and quality of the collection were consulted in most systems to avoid duplication and to ensure a better selection of titles for each outlet. Six systems were able to provide a book catalog, local shelf list cards or catalog cards to accompany the material sent in rotation for all or most of the outlets.

No pattern of distribution of new titles could be determined since the practices followed in many systems differed for outlets with rotating collections and with relatively permanent collections, and also with the number and subject matter of new books to be distributed. Several systems distributed new titles after processing while others marked the distribution at the time of ordering.

CHAPTER 6

ACCESS TO COLLECTIONS

While juvenile collections may be intrinsically of excellent quality, the policies and practices followed by a library system which affect the access to or the availability of the collection to children determine its potential use. Fenwick cautioned that classification and arrangement practice followed in an attempt to provide indirect reading guidance may, in fact, limit the accessibility of materials for children.[1] If "availability upon request", as cited by Schenk is a premise on which this type of library development rests, the availability of catalogs increases the user's (and local staff's) awareness of the extent of the collection.

Most public libraries cannot justify duplication of all adult materials needed by children for the juvenile collection. Children who are fortunate in having a well-stocked and competently staffed school library may discover that their primary reason for using the public library is the depth that the adult and young adult collections offer. Policies which permit children use of collections other than their own lessens demands made on the juvenile collections and expands the resources of the public library to children.

The purpose of this chapter is to identify not only the policies and procedures which affect access to the juvenile collection: (1) classification, (2) arrangement, (3) availability of catalogs, and (4) request privileges of children, but also those which permit or restrict use of total library resources: (1) young adult, (2) adult, and (3) pamphlet, picture, and non-print collections.

CLASSIFICATION

Responsibility of Classification

The responsibility of classifying and cataloging the juvenile collection rested with the technical processes department in all libraries except one, where the assistant librarian serving as the children's librarian classified all juvenile titles. In seven libraries the children's coordinator worked closely with the technical services department, either to pass approval on all titles or only on borderline titles. In one system, the children's coordinator revised the cataloging of all juvenile books to increase his familiarity with recent additions. In another, a copy of each new juvenile title and young people's title (serving grades six to eight) with the proposed classification was set aside for the approval of the children's coordinator. In two systems, MARC tapes (Machine Readable Cataloging Project) were accepted with little or no modification, but one coordinator was asked to approve the classification for borderline titles not included in the tapes.

---

[1] Sara Innis Fenwick, School and Children's Libraries in Australia, (Melbourne: F.W. Cheshire for the Library Association of Australia, 1966), p. 15.

Classification Symbols Used by Category and Grade Level

Respondents were asked to designate the symbols for various categories in the juvenile collection with the intended grade level span for each. This data is presented in Table XVI. All libraries used "J" for titles intended for children past the primary grades. Short story collections were treated as juvenile fiction in eleven libraries while two used "JSC." Eight libraries considered juvenile fiction beginning with grade three, and five with grade four. Seven libraries used in lieu of subject cards a special marking or symbol for one to five categories of fiction. One library used colored tapes, two employed dots, two added letters to the spine to indicate a variety of subjects from "M" for mystery to "FT" for fantasy. Science fiction was the only subject labeled in two libraries.

Seven libraries extended their juvenile non-fiction category through grade eight, one through grade nine, while in five libraries this collection was intended for children through the sixth grade. Several librarians commented on the changing pattern of use made on non-fiction books for younger children by teachers, parents, and the children, themselves. Seven classed these titles with picture books, two had begun separate collections, and four libraries, considering the value to older readers needing easier materials, preferred to class these titles as non-fiction. In order to answer requests, one library maintained a marked copy of the Subject Index for Primary Grades[1] with additions of titles for this age group.

---

[1] Mary K. Eakin and Eleanor Merritt (comp.), Subject Index to Books for Primary Grades, (2d, ed.; Chicago: American Library Association, 1967).

In all libraries picture books and titles with a limited vocabulary intended for younger children were given the same classification. Two libraries added a symbol to denote an easy reading title. Five libraries used "E" for this collection, seven preferred "JE" and one used "Cj." Ten libraries indicated that this category served children through the third grade, while three intended the collection to be used by children from infancy through the second grade. No rigid division, however, was drawn in any library, and children freely made the transition within the juvenile collection to all categories.

ARRANGEMENT

Twelve systems did not use a subject arrangement for their juvenile collections, however, two systems had one outlet each employing some subject groupings. One segregated animal, mystery, and sports stories at the headquarters library by marking the book cards. The majority of librarians believed that a straight alphabetical arrangment was easier to use and afforded more opportunity for children to broaden their reading interests. Nonfiction was arranged in shelf list order with two libraries removing biographies out of sequence and one library, folktales.

Several libraries attempted to arrange picture books by author; others shelved roughly by size and searched for individual titles when necessary. Several libraries separated the titles with limited vocabularies from the picture books. In libraries where these titles were marked, either on the spine or on the pocket, local staffs exercised the option of maintaining a separate collection or interfiling with the picture book collection.

AVAILABILITY OF CATALOGS

Libraries varied considerably in their ability to provide catalogs in each outlet whether to the holdings of the outlets or to the total system. Taken as a whole and excluding bookmobiles, these thirteen systems provided no catalogs for 83 outlets while 127 outlets had some form of catalog: a book catalog, a complete catalog, or a catalog listing author and titles only.

TABLE XVI

CLASSIFICATION SYMBOLS USED BY CATEGORY AND GRADE LEVEL

Library	Juvenile Non-Fiction	Juvenile Fiction	Picture Books	Easy to Read Non-Fiction	Easy to Read Fiction
Whitman County					
Symbol	J + Number	J	E	E	E or J[a]
Grades	3-6	3-6	Pre-2	Pre-3	1-3
Clallam County					
Symbol	J + Number	J	E	E + Number	E
Grades	3-6	3-6	Pre-2	K-3	K-3
Whatcom County					
Symbol	J + Number	J	JE	J + Number	JE
Grades	4-6	[illegible]-6	Pre-3	1-3	1-3
Mid-Columbia					
Symbol	J + Number	J or JSC[b]	E	E + Number	E or E-P[c]
Grades	3-8	3-8	Pre-3	Pre-3	1-3
Kitsap Regional					
Symbol	J + Number	J	JE	JE	JE
Grades	3-8	3-6	Pre-3	Pre-3	Pre-3
Spokane County					
Symbol	J + Number	J	JE	JE	JE
Grades	4-8	4-8	Pre-3	Pre-3	1-3
Ft. Vancouver					
Symbol	J + Number	J	JE	J + Number	JE
Grades	2-6	3-6	Pre-3	K-3	K-3
North Central					
Symbol	J + Number	J	E	E	E
Grades	3-9	3-7	Pre-2	K-2	K-2
Yakima Valley					
Symbol	J + Number	J	JE	JE	JE
Grades	4-8	4-8	Pre-3	Pre-3	Pre-3
Timberland					
Symbol	J + Number	J or JSC[b]	JE	JE	JE
Grades	Pre-8	3-6	Pre-3	1-3	1-3
Sno-Isle					
Symbol	J + Number	J	JE	JE	JE
Grades	4-6	4-6	Pre-3	Pre-3	K-3
Pierce County					
Symbol	J + Number	J or J+[d]	Cj	J + Number	Cj
Grades	4-8	4-8	Pre-3	1-3	1-3
King County					
Symbol	J + Number	J	E	J + Number	E
Grades	Pre-8	3-8	Pre-3	Pre-8	K-3

---

[a] White line across spine denotes this category.

[b] Short story collections

[c] Symbol used for primers

[d] Symbol for fiction for grades 6 to 8

Card Catalogs

Eight systems dispensed with catalogs for all outlets with rotating collections. Five systems maintained an author-title catalog, juvenile and adult combined, for one or more outlets with relatively-permanent collections or for large outlets with rotating collections. One large system, which provided its largest outlets with an author-title catalog, also provided shelf list cards for the collections in other outlets. Seven systems served the public at their headquarters outlet, with five of the systems maintaining a separate juvenile catalog and one also duplicating the cards for juvenile titles for the adult catalog. Headquarters outlets not serving the public used a combined catalog, with one system locating its catalog in the largest branch.

Book Catalogs

Three libraries used a computer-produced catalog and through the State Library's participation had been involved with the MARC Project and subsequently the MARC II phase. The library which pioneered in machine-produced catalogs provided each outlet with a print-out of authors, subjects, and titles of juvenile copies presently assigned to the outlet. Plans were underway to convert to a more sophisticated form of book catalog, one that would include system-wide holdings with an expanded number of subject headings. The lack of adequate subject coverage had been countered by the compilation of subject bibliographies and special guides to the use of the subject catalog. At the headquarters library, which did not serve the public, there was a union card catalog with juvenile authors and subjects separate from adult but with titles combined.

One regional library covering a large geographic area maintained a system-wide book catalog, a legacy from its demonstration period. Volumes for juvenile authors, titles, and subjects were kept current by cumulative supplements scheduled twice yearly. New editions were planned at five-year intervals. Titles in locally owned collections thought to be of interest to the region had been added to the book catalog, if the local library agreed to loan the title upon request to other outlets in the system. A system-wide weeding program had removed many unwanted titles from consideration while some titles had been retained temporarily but not added to the book catalog. There appeared to be a separation between titles worthy enough to be listed in the book catalog and those adequate for a particular outlet. In an indirect way, the existence of a machine produced catalog may have underscored the standards for juvenile selection.

In all outlets of this system except stations, a special shelf list card accompanied each copy of a regionally-owned book. Cards were also provided for locally owned copies. These cards represented the holdings of the outlet; the book catalog, the resources of the total system. At the option of the staff, separate shelf list files were maintained for juvenile and adult collections, or some or all categories were interfiled. In most of the outlets, these files were used primarily by the staff, but in two of the larger outlets, the juvenile shelf list provided a modified form of a classified catalog with subject heading guides in the non-fiction section selected to facilitate use by children.

The newly established regional library which also adopted a machine-produced catalog was undergoing a period of consolidation and procedures were being re-evaluated. During the demonstration period, member libraries maintained their card catalogs since the book catalogs included only those titles purchased from 1964, the date when orders were coordinated through the processing center. Older titles purchased to establish new outlets or to supplement existing collections were also added to the book catalog. Volumes for juvenile authors, titles, and subjects were available in each outlet. Some supplements had been issued in editions combining adult and juvenile titles, while others had been separate. Shelf list cards were filed into existing card catalogs by title, the recommended procedure. For outlets without card catalogs the most effective use for the branch shelf list cards had not been determined.

Request Privileges for Children

Requests for materials not in the juvenile collection at the outlet were processed for children in eleven library systems, with one restricting this privilege to stationary outlets and to community bookmobile stops. Children using the bookmobile at a school stop could not request special materials. Requests for juvenile materials were accepted from adults but not from children in one system. In another, requests were accepted occasionally from children, but not as a regular practice.

POLICIES AFFECTING ACCESS TO COLLECTIONS, OTHER THAN JUVENILE

Respondents were asked to state at which grade children had free access to library collections other than those intended expressly for their use. The data which reflect the accessibility that children have to each of these collections are presented in Table XVII.

Young Adult Collection

Figure 2 shows the varying concepts held of young people's or young adult collections in twelve of the libraries. Eight library systems maintained separate collections for young adults, although in four the collection was limited to fiction titles, only. Three systems used the young adult classification but the titles were interfiled in the adult collection. The children's coordinator in one regional system marked the orders of all juvenile titles of interest to junior high readers. These titles were processed with a red dot on the spine, and remained part of the juvenile collection or constituted part of the young adult collection according to the custom or policy of service governing the outlet. In either case, these titles were available to children of any age. One regional system had eliminated the collection as a classified entity by reclassifying titles as adult or juvenile, whichever was appropriate in light of the new policy. New titles falling into the borderline area were classed and shelved in the collection expected to reach the larger audience and were stamped with a red dot at the top of the book, close to the spine. Dotted books were shelved, at the option of the staff, in a special area for teen-age readers and were also available to children.

As shown in Figure 2, five libraries expected the teen-age collection to be used by readers beginning at the seventh grade, two at the sixth grade, and four at the ninth grade. Another library with a "Y" collection serving sixth through tenth graders also maintained a Young People's collection for grades eleven and twelve. Three library systems used the term, "Young People," five preferred "Young Adult," and four used the Letter "Y" to identify this collection. As expected, titles classed as juvenile in one system were frequently classed as young adult or young people's in another. Five library systems made the young adult collection or its equivalent available to children of any age who wished to use it. For the others, the beginning age ranged from grade four to grade eleven.

Adult Collections

Three headquarters libraries serving as public outlets combined the juvenile and adult reference collections, while five maintained separate reference collections for children. Nine library systems permitted children of any age to use the adult reference collection but four set a beginning age ranging from fifth to tenth grade.

Ten libraries restricted adult fiction to patrons in the ninth grade and above, two permitted use of the collection beginning at seventh grade, and one imposed no age restriction. The policy of free access to adult book collections, both fiction and nonfiction, followed by the latter system had been advocated and strongly supported by the children's staff. After several trial years, there had occurred no insurmountable problems as a result of the policy. Many titles in the adult fiction collections were unquestionably suitable for children, but most libraries encountered difficulties in deciding when to waive the restrictions for these titles, and when to enforce the policy for the explicit and frank modern novel, which appeared to be the intent of the restrictive policy. These libraries preferred to impose an age restriction because personnel at busy charging desks, however well-intentioned, could not be expected to make judgments calling for extensive book knowledge as well as an awareness of the young patron's capabilities. In actual practice young readers, eligible by approved policy to unrestrictive use of the adult collections, had to overcome in some instances the barrier imposed by local staffs who considered the policy too permissive. One librarian, for example, acknowledged that local staffs could still refuse to loan a particular title to a patron above the ninth grade if in their judgment the patron was too immature for the material.

Six library systems placed a grade restriction on the adult nonfiction collections varying from fifth to seventh grades, but as noted in Table XVII exceptions were made if the staff was aware of need. One children's librarian,

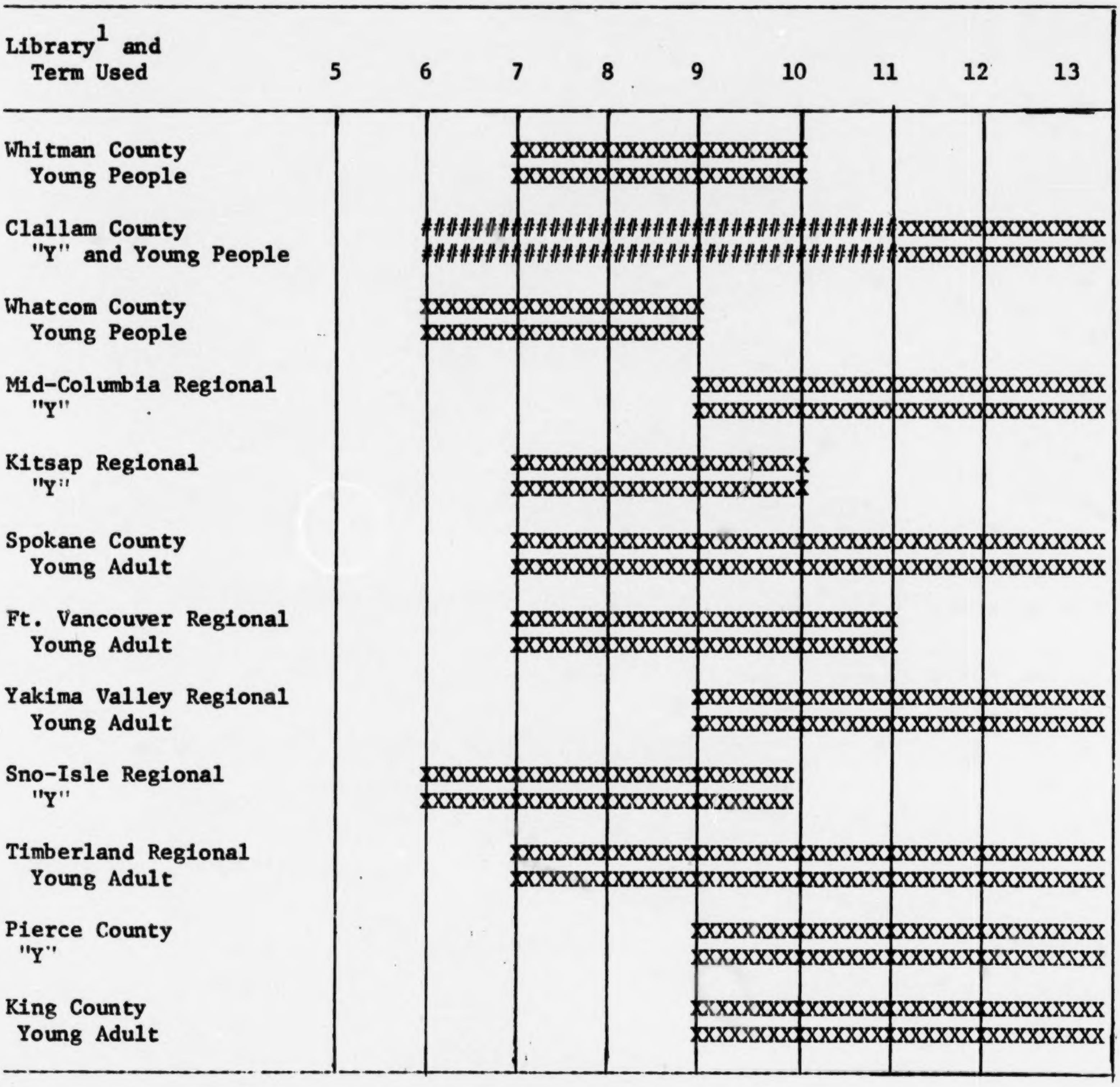

FIGURE 2

GRADE LEVELS SERVED BY COLLECTIONS INTENDED FOR TEEN-AGED READERS, RANKED BY POPULATION

---

1. North Central Regional Library had no separately cataloged collection for teenagers.

in response to heavy demands for adult books on hypnotism, karate, and judo by younger children, provided a form which parents signed granting permission to charge out books on these subjects. In another library the price of the book determined its accessibility to children. Since legal recourse was closed in cases dealing with the recovery of library material from minors, the library had adopted this precaution.

Combined Juvenile and Adult Nonfiction Collection

One library director, responding to a question concerning problems encountered with a combined juvenile and adult-nonfiction collection, indicated that most of the anticipated problems had not occurred. It was granted that a certain amount of restraint would always be employed; sex manuals in the adult collection would not be circulated to children. While this librarian could not predict that a combined collection would be successful in all systems, she believed that the advantages for their small county system far outweighed any disadvantages. Children and young people's needs for information were better served while many adults appreciated the more simply-presented information found in children's books.

At the persuasion of the children's coordinator and an area children's librarian, two outlets in another system had interfiled the children's and adult non-fiction collections for a trial period of a year. The staff had agreed to record the comments of patrons and to note the advantages and disadvantages encountered by the staff.

Pamphlets, Pictures, Recordings

Children of all ages had free access to adult pamphlet files in six library systems, but were restricted in seven by grade unless they expressed a special need. Three libraries reported that one or two of their outlets maintained a separate pamphlet file for children, but children of any age had free access to the adult pamphlet file, as well. Three of the seven libraries that maintained a picture file granted borrowing privileges to children of all ages, including one system with framed art prints with selections of interest to children. Adult recordings were also included in the collections of eleven libraries and in five their use was restricted to borrowers above the eighth grade. Seventh graders in one system borrowed adult recordings while fourth graders in another enjoyed this privilege. While eleven systems reported juvenile recordings in their collections, children in four of the systems were not permitted to borrow them for home use. In one system juvenile recordings were represented in the adult as well as the juvenile collection, with children's use limited to those in the juvenile collection.

Problems Encountered with Present Policies

It was evident from comments made by several of the librarians interviewed that some dissatisfaction existed with present policies or with the failure or reluctance of some staff members to follow the administration's policies dealing with children's use of library collections other than their own. While the majority of children's coordinators would not ask for a change in the use of the adult fiction collection, prohibitions on other collections provided a source of irritation. Some of the comments were as follows:

> "Some of our staff don't treat children as people. They get annoyed with school assignments. I try to get across the idea that they are people. Why can't they use adult books? They need them. The adults use the children's collection, why not the other way around?"
>
> "I had a problem with the staff who did not like to check out Love and Sex in Plain Language[1] which was classed as "Y". Young people's books are available to children, but the staff didn't approve of this book going out to children."
>
> "When I was gone for a couple of weeks, a policy of restricting all recordings to children above a particular grade was begun. We now have this straightened out; staff who charge out records charge out records. Period. And to everybody!"

---

[1] Johnson, Eric W., Love and Sex in Plain Language, (Rev. ed.; Philadelphia: J.B. Lippincott Co., 1967).

TABLE XVII

GRADE LEVEL AT WHICH CHILDREN HAVE ACCESS TO COLLECTIONS OTHER THAN JUVENILE

Library	Adult Nonfiction	Adult Fiction	Adult Reference	Adult Pamphlet File	Adult Picture File	Adult Recordings	Young Adult
Clallam County	7th grade	7th grade	10th grade	10th grade	10th grade	NA	11th grade
King County	Any Age	Any Age	Any Age	Any Age	Any Age	4th grade	Any Age
Kitsap Regional	7th grade	9th grade	5th grade[a]	4th grade	NA	9th grade	4th grade[b]
Ft. Vancouver Regional	7th grade	7th grade	7th grade	7th grade	18 years	7th grade	Any Age
Mid-Columbia Regional	5th grade[c]	9th grade	Any Age	Any age	Any Age	9th grade	7th grade
North Central Regional	Any Age	9th grade	Any Age	Any Age	NA	Any Age	NA
Pierce County	6th grade	9th grade	Any Age	5th grade	9th grade	Any Age	6th grade
Sno-Isle Regional	5th grade[a]	9th grade	Any Age	7th grade	NA	9th grade	5th grade[b]
Spokane County	Any Age	9th grade	7th grade	7th grade	7th grade	NA	6th grade
Timberland Regional	Any Age	9th grade	Any Age	Any Age	NA	Any Age	Any Age
Whatcom County	Any Age[a]	9th grade[a]	Any Age	6th grade[a]	NA	9th grade	Any Age
Whitman County	Any Age	9th grade	Any Age	Any Age	NA	Any Age	6th grade
Yakima Valley Regional	Any Age	9th grade	Any Age	Any Age	Any Age	9th grade	Any Age

NA - Not Applicable
a - Exceptions are made
b - Discretion of local staff
c - Except for expensive items.

> "We have children's records but the children can't check them out unless they have a parent's card."
>
> "Little by little books on sex education for children that used to be behind the desk are finding their way to the open shelves."
>
> "The director's policy was not to restrict the use of the adult collections to children, but the staff tended to discourage young people below the eighth grade from using the collections."
>
> "One librarian on the adult services staff will not serve children or young teens at the adult reference desk. We have to make sure who is on duty before we send children there."

SUMMARY

Children's coordinators in seven systems were involved in some degree with the classification of juvenile titles, usually in an advisory capacity only. The majority of libraries attempted to keep the number of separate categories at a minimum to facilitate the maximum use by both public and staff. All libraries maintained a separate category for nonfiction (J + number), intermediate fiction (J), and picture books and fiction with limited vocabulary for beginning readers (JE, E, or Cj). Two systems also provided a separate collection of nonfiction intended for primary grades (E + number).

All systems except one were convinced that a shelf list arrangement with few if any exceptions was the most workable. Folktales or biographies were removed from sequence or titles with limited vocabulary for primary grades were shelved in a separate section at the option of local staffs in a few systems.

Few systems could provide catalogs to the holdings of the collections in all outlets. Added to the expense of duplicating cards for each copy was the staff time involved in filing or withdrawing cards for rotating materials. Two systems provided for each of its outlets a machine-produced book catalog with separate volumes for juvenile authors, titles and subjects reflecting total system holdings. A shelf list file at each outlet provided a record of the outlet's holdings for the use of public and staff. Another system provided a machine produced catalog limited to the holdings of each of its outlets. For eleven of the libraries a card catalog at headquarters, or the largest outlet, provided the key to the total resources of the system. Five systems were able to provide a card catalog, usually a combined author-title catalog, for large outlets with rotating collections or for outlets with a relatively permanent collection. One system provided shelf list cards for outlets with rotating collections while another was in the process of making cards which would provide a record of holdings at the outlets. The majority of outlets with rotating collections, however, had no record of their holdings.

Policies which restricted children from using collections labeled "young adult" or "adult" permitted exceptions in most instances. Many of the policies appeared to be concerned with protecting the collection from children. Juvenile recordings in four libraries and adult recordings in nine were limited to patrons with adult borrowing privileges. One library permitted access to all collections at any age with the exception of the adult recording collection. While five library systems permitted children of any age to use the collection intended for teenage readers, eight libraries set a beginning age ranging from fourth to eleventh grade. Use of the adult nonfiction collection and pamphlet files was limited by an age restriction in seven libraries. One library had successfully combined juvenile, young adult, and adult nonfiction collections while two outlets in another system were experimenting with this arrangement. Since children had access to the adult nonfiction collections prior to this practice, no change in policy was necessary.

Policies which limited use of the adult fiction collection may have been adopted in an attempt to protect children from the collection. Ten libraries restricted the use of the adult fiction collection to patrons with adult borrowing privileges (grade nine), while two other systems permitted use at grade seven.

Other policies affecting children's access to collections involved the use of staff time. In one library no requests for specific titles or subjects were accepted from children while another system tended to discourage juvenile requests. Although nine systems permitted children of any age to use the adult reference collection, four imposed age restrictions as a general practice.

CHAPTER 7

POSSIBLE AREAS OF COOPERATION

Librarians who were responsible for juvenile collections were asked the following question: "Are there any areas, in your opinion, in which staff who are responsible for juvenile collections can cooperate with other county or regional libraries to their mutual advantage?" None could envision any area pertaining to the juvenile collection in which the investment in cooperation would produce compensatory benefits.

One children's coordinator with a staff of several children's librarians expressed his willingness to include children's librarians from other systems in their review meetings and to invite their participation in reviewing. However, this system was considering a change in procedure in juvenile selection which would eliminate meetings of this kind. The Youth Services Librarian who had access to preview copies from the most publishers on the Greenaway Plan would be happy to extend an invitation to any librarian who wished to examine them; however, copies arrived intermittently and were not kept in a group for any length of time. Several children's coordinators felt the pressures of public services too great to spend the time traveling great distances to hear a small number of titles discussed. Those who were concerned with re-evaluation of older titles believed that a list of titles to withdraw, such as those issued by large urban systems, would be of value even though adaptations would have to be made for local conditions. One coordinator expressed frustration over the lack of particular subject specialists on his staff to re-evaluate nonfiction titles. The solution, in his opinion, depended upon the utilization of subject specialists outside the profession.

Most children's coordinators and librarians responsible for children's services expressed a need to meet and discuss mutual problems with others working in the same type of library system. Keen interest was shown in the policies affecting collections and services offered by other county or regional services. Two librarians believed an informal newsletter with news of children's services in the state would be helpful, while another suggested occasional meetings on special subjects of concern, such as summer reading programs or storytelling.

CHAPTER 8

ANALYSIS AND RECOMMENDATIONS

In many libraries, the continuity of children's services can be reflected by a broken line, indicating little or no overlap between a succession of children's coordinators. Written selection policies provide guidelines and limitations for children's coordinators as well as a rationale for citizens susceptible to the contagion of censorship. Commitment of policy to print does not preclude the possibility of change. The act of committing policy to paper frequently prods a re-examination, a questioning "why not?" or at least "why?"

The children's coordinator should be delegated the responsibility for the selection of juvenile books. If he is not also given the total responsibility for the selection of juvenile non-print materials, his recommendations should be considered. No other staff member is in a better position to translate the needs and use patterns of children in building a collection to meet their present and future needs. However, children's coordinators should consider the advantages in broadening the base for participation in the selection process. Non-professionally trained staff who serve children can voice the opinions and needs of the various types of outlets and areas in the district. The administration should consider these selection meetings as in-service training sessions where the participants are encouraged to read and promote juvenile books.

For most systems with only one or two children's librarians, selection must be tucked in between the multitude of activities requiring professional knowledge in children's services. Most librarians follow the same process of checking, compiling and coordinating reviews of possible titles for purchase. The professional aspect of ordering from reviews lies in the reading and evaluation of the reviews and in the judgment exercised in deciding whether a title should be added to the collection. A personal examination of the title is desirable: excellent as a printed review may be, it can not impart the degree of appeal or readability that first-hand examination can provide. For systems with limited staffs, the burden of handling the mechanics of a jobber's review collection may not be justified, nor are many local jobber's in-stock collections extensive enough to provide more than a limited coverage. The Greenaway Plan offers the temptation of marginal titles, especially for libraries with inadequate budgets, and does not include all publishers. Book club titles should be examined as carefully as other titles, and returned if their subject matter or quality is such that no effort would have been made to order the selections through regular channels.

An examination center, such as the Montgomery County (Maryland) Public Schools, or the Cooperative Children's Book Center, University of Wisconsin, could provide considerable relief from the mechanical aspects of selection and free the staff to concentrate on the more important areas of selection: on the quality of the title and the needs of the overall collection. Such a center could offer for examination and comparison a basic collection of classic and standard titles as well as the current output of publishing. Each current title could include copies of printed reviews from the media, together with those by local librarians or subject specialists. Non-print materials could be treated similarly. Assistance in evaluating this type of material would fill a pressing need, in addition to displaying the wealth of useful and excellent materials available. An exposure to the newer media could correct the propensity of many public librarians to consider format before content. Ideally such a center should have state-wide support and be available to public librarians and public and private school librarians. Institutions should allow for released time to permit careful selection. A center could also serve as a forum for the interchange of ideas among librarians in all types of institutions.

While many children's coordinators appeared to be reluctant to invest time to attend book meetings where a small number of titles were discussed, a self-service arrangement permitting the librarian to focus his time on examining the material should prove to be more attractive. Although selection through these channels could delay the aquisition of new titles a few weeks or months, this is not a serious problem. Rather it could be the proverbial blessing-in-disguise. Selection for children is still an area where careful and thoughtful selection is possible.

Each system, or each department within the system, should designate a portion of the budget for juvenile materials. This permits a more careful selection to be made and ensures that the needs of each collection will be considered. Staff responsible for juvenile expenditures should divide the sum roughly between replacement and duplicates of titles presently in the collection and new or current titles. A specific budget for new titles tends to underscore the standards for selection by forcing choices while the allocation for replacements and duplicates constantly reminds the librarian that this aspect of the collection, while requiring more effort than selecting new titles, is equally important in maintaining a vital collection.

While the number of new titles can be expected to exceed the 400-500 figure cited in the Standards for Public Library Service of 1956 it is evident that several systems may be sacrificing desirable duplications of standard and classic titles as well as outstanding recent titles for a large number of newly published titles. Libraries with many outlets should consider if there is sufficient duplication to permit a reasonable and repeated exposure in all outlets to the titles which have proven themselves. There has been no evidence that the quality of juvenile publishing has improved commensurate with the increased volume in recent years. Preparing mediocre titles for circulation requires as much effort as titles of excellent quality, and imposes the burden of subsequent re-evaluation on an increased number of titles whose initial value may have been marginal. An excessive number of titles may dim the chances that a child will encounter a memorable title to last beyond the reading. Elizabeth Nesbitt, in commenting on the problem of selecting for children, made the following observation:

> "It is unlikely that books of quality can be introduced effectively if quality is submerged, for librarians and children, in a mass of books of easy but empty appeal, of ephemeral interest, or merely average quality."[1]

If further duplication is not desired or needed, funds could be expended for paperback editions to extend the breadth and depth of the collections in the smaller outlets, for extending the collections of recordings in outlets where they are not now available, or to test the advantages of cassette tapes and players in one or more outlet.

---

[1] Elizabeth Nesbitt, "Book Selection for Children, Its Perplexities and Pleasures," Contents of the Basket, and Other Papers on Children's Books and Reading, ed. Frances Landers Spain (New York; New York Public Library, 1960) p. 77.

Considering the effective use made in many libraries of trade book titles with limited vocabulary, a reconsideration of the policy which provides for supplementary readers for children past the primer level should be made. If the demand for readers initiates from the parent rather than the child, libraries should consider carefully their response. If a child past the first grade has a reading problem which appears to warrant a text-book remedy, perhaps the parent should be encouraged to consult with the teacher who is qualified to suggest a remedial program tailored to the needs of the child. It is possible that textbooks may not be prescribed. There are public libraries who supply readers for primary grades while the school's reading program relies almost exclusively on trade books. If supplementary readers past the primer level are required, the school could make this material available either directly to the child or on summer loan to the public library, thereby freeing the public library from the need to duplicate unnecessarily.

Paperbacks for children should be considered in all systems to provide duplicate copies of hardback titles in great demand. Paperback editions also provide an inexpensive means to extend the collections in outlets where space is limited and where the potential juvenile demand is low.

The availability of juvenile recordings, their purpose in the collection, and their accessibility to children should also be re-examined in several systems. If a system operates on the principle that all resources of the library are available to patrons on an equal basis, the practice of restricting juvenile recordings to the headquarters library or to the largest outlets should be weighed carefully. If juvenile recordings are restricted to adult borrowers, they should not be considered "juvenile" recordings. Recordings are no more expensive than books, some less so. While it is true that juvenile recordings are played by children on all types of machines, most of them inferior, it is also true that children are less critical of the quality of sound and manage to discount all but the most serious of damage.

In considering the overall juvenile collection, it is difficult, perhaps undesirable, to consider the various aspects of the collection in isolation.

Maintenance affects selection, rotation complicates maintenance, types of bindings selected affects maintenance, and access to other collections may affect selection. The difficulty of delegating responsibility for any task related to the juvenile collection to other than the children's coordinator and his staff is identical to that which results when the administration of any function within a department is delegated to staff outside the department. Coordination or unity may be lost. The juvenile department is responsible for a total collection encompassing as many different categories and types of materials as the adult collection. But even in systems with limited staff and resources, there are disadvantages in delegating the responsibilities for the many aspects of the collection to others. The decision to withdraw, to replace, to duplicate, and to rebind depends upon knowledge of the overall juvenile collection, the availability of current and suitable titles on a subject as well as the demands and needs, present and potential, of the region. A coordinator who has the opportunity to grasp the most complete picture of the program is in a position to select more wisely or to allocate funds more fairly. Administrators should consider ways by which the children's coordinator could be relieved of routine tasks that require little or no knowledge of the collection in order to permit concentration on the decisions and programs requiring a knowledge of the total service. This does not preclude other professional staff assisting in some of the tasks when necessary, but it does suggest that final decisions regarding selection, re-evaluation, replacement, withdrawals, and binding of all juvenile materials should rest with the librarian in charge of children's services.

Nesbitt also emphasized that re-evaluation is vital to the collection building process.

> "It is of the utmost importance that book selection should be considered a continuous process, one of constant re-evaluation. Only so can the perplexities and mistakes of initial book selection be mitigated and corrected. There is no realism in assuming that book selection, performed as new titles appear, can have unfailing validity. Large production, limitations of time imposed by book selection processes, lack of perspective, inability to try books with children, all of these contribute to the trial and error aspect of selection of new titles."[1]

---

[1] Nesbitt, loc. cit.

In view of the heavy demands made upon the children's staff, it is not surprising that re-evaluation of the collection receives, in most systems, the least sustained attention. While the frequency of weeding and re-evaluation of titles must vary with the work load of the staff and number of outlets, a schedule which allows for flexibility should be considered. A shelf list may reveal an impressive number of titles in one subject area, when in actuality many of the titles may be of little value. Obviously when the addition of titles new to the collection are added without a corresponding number of withdrawals, additional catalog space (or volumes, if book catalogs are used) will be required. It should be possible to justify this expenditure on the basis of real collection growth, rather than a failure to remove unneeded titles from the collection.

Important to any program of maintenance is the condition of the pool collection. It is this collection which represents the resources of the system, the collection from which selection for the outlets is made. As the repository for materials returned from the outlets, it constantly receives titles most likely to need re-evaluation. If highly desirable or new titles are "lost" in the pool collection, perhaps the difficulty lies in allowing too many unneeded volumes to clutter the collection. There should be few, if any, volumes in the pool that could not be sent to an outlet without reasonable assurance that the public or staff would find them useful. Excess copies, unneeded titles, and items of possible historic importance should be pruned to make the selection of rotation shipments more efficient for both experienced librarians and pre-professional staff who may be performing the task under supervision.

It is preferable in most situations for the children's department to administer the rotation of juvenile materials, but if this is not possible, the children's coordinator should work closely with the staff selecting juvenile shipments and also be aware of the strengths and weaknesses of the pool collection. The staff should also understand that the objectives of rotation for juvenile and adult audiences differ. Date of publication and publishers' promotion programs do not necessarily enhance a title for children. Children's audiences also change quickly. A juvenile title that has not been to an outlet for a year may reach a new readership, a situation which is less likely with an adult title. Hopefully there will develop a sense of priorities, the preception that while particular titles are certain to be in great demand, there should also be available titles written with uncommon sensitivity and style.

Both Fenwick and Brown have offered arguments for the adoption of basic collections to prevent the depletion of quality in small outlets and to ensure the ready accessibility of classic and standard titles to meet the general demand. The responsibility of the system does not end with the initial compilation of a basic collection and its implementation. Re-evaluation and revision will be necessary at least once every five years. The staff should understand that many of the basic titles may not be widely read without an introduction, but that the library has a responsibility to offer children the opportunity to experience outstanding literature which demands more than a cursory involvement on the part of the reader. In revising the list, a few titles may be deleted and others added, but restraint must be exercised not to weigh the collection with titles offering only a contemporary interest. The number of titles depends upon the resources of the system, but the space allocated for the juvenile collection should not be completely filled with the basic collection leaving no room for titles which rotate. The decision to mark copies or records of basic titles or to work with a list that allows for flexibility depends upon the capability of the staff involved with the rotation of materials.

Balance and quality of the juvenile collection is more easily achieved when location card files are arranged in shelf-list order and separated by outlet. Combined locator files may disclose which outlets have once had the title and when, but this information is not particularly necessary in selecting juvenile collections. The location of special requests is slowed by separate files for each outlet, but the volume of children's requests, usually well below that of adult, offers little brief for a combined file.

As mentioned previously, the pool collection is the key to the variety and quality of the rotation shipments. If this collection is by-passed in the selection of shipments, the outlets may not be deriving the advantage of access to a broader collection implied in regionalization.

In determining the number of volumes to be exchanged during the year, some experimentation appears to be desirable. There are many factors to be considered: the ability of the staff, age groups, educational level of the community, and adequacy of school libraries. Easier to measure are population, circulation, and the space allocated for the juvenile collection. There may be a point beyond which the exchange of materials becomes an exercise to occupy the time of the staff both at the outlet and at headquarters, time that could be better utilized in other aspects of the collection or in program services.

There are strong arguments for selecting larger but less frequent rotation shipments. For the staff, it is more efficient to select 75 volumes in one category once every three months than 25 volumes each month. With a larger number, the needs of various groups are easier to accommodate. While adult patrons read quickly through titles in a particular area, children can frequently be tempted to try other types of literature while awaiting more titles on their particular current interest. There is also an advantage in selecting materials to be returned to headquarters, especially when this task is assigned to the outlet's staff. If one of the objectives of rotation is to perform a preliminary weeding of the collection, it is more likely to occur when attention is focused on a relatively small area (one category) with the purpose of removing a sizable number of volumes. This examination may result in the rediscovery of titles that have been previously overlooked plus an awareness of gaps in the collection. When only 10 to 15 volumes are required from a category, and several categories are involved, there is a temptation to choose a number at random without becoming involved in a closer examination of the entire category.

The children's coordinator and staff responsible for selecting juvenile rotation materials should periodically visit the outlets to become familiar with the arrangment of the collection, the interests and capabilities of the local staff, and the community. While there are usually children who are labeled "special" to "reluctant" in every community regardless of size, there are useful facts and impressions to be gained in talking to staff and observing the types of demands at the outlet.

The staff responsible for handling requests for juvenile titles and subjects should work closely with the staff responsible for selecting juvenile titles for the collection and for rotation shipments. An influx of a large number of requests from an outlet for juvenile mysteries, for example, may require an examination of the location file to determine if the outlet's collection is deficient in this area, or if the local staff has been reluctant to release "read out" titles to the pool collection in order to make room for fresh titles. In addition to considering the individual requests, a special rotation of mystery titles should be offered which would require that read out titles be returned to the pool collection.

Only in those systems which served a small number of stationary outlets and those which had larger staffs could the selection of materials to be returned be performed by the headquarters staff. Where this task is assumed by the staff at the outlet, a constant program of education followed by periodic checking of the location files or the collections at the outlets is necessary. Local staffs must be given some guidelines and training in determining when titles should be returned to the pool collection. Emphasis should be placed on the importance of clearing shelves of titles, other than basic, for which the demand is less than brisk to make room for fresh materials. Recognition should be made of the inevitable conflict in the minds of local staff in selecting titles to be returned. The acquisitiveness of most local staffs operates to keep popular titles past their active demand. On the positive side, this attitude reflects a concern to serve the public, an attitude certainly to be nurtured. An awareness of community needs and the overall objectives of the system may be difficult to reconcile unless the attitude is recognized and attention given to providing local staff with a clear understanding of their role in the overall rotation process. Local staffs should be encouraged (or enticed) to become familiar with juvenile titles that need a personal introduction in order to lessen reliance on the obviously popular, but often ephemeral titles. Without this knowledge, local staffs tend to retain those titles which have once proven to be in demand rather than risk exchange for titles whose desirability has not been proven. A follow-up should be scheduled periodically to check the local collections for copies which should be returned, those in need of repair or no longer needed. This can best be accomplished by an examination at the local outlet where the needs of the community and the exchange of information between headquarters and local staffs can be accomplished. Efforts should be made to provide on a semi-permanent basis titles which local staffs have discovered to be in frequent demand.

The accessibility of the juvenile collection to children is dependent on the provision of catalogs and the classification and arrangment of the collection. Ideally, each outlet should have a catalog of its local holdings as well as a catalog to the entire collection of the region. Since this is beyond the financial resources of most systems to provide at present or in the immediate future, little comment is necessary. Preliminary exploration into the viability of a state-wide machine-produced catalog has been made. The arrangement of special categories designed to help children find books on a particular subject may actually be confusing to the child who cannot decide in which category a specific title may be located. There is a growing need to identify subject-related materials at the primary level. Before a special category is established, the possibility of some classification or marking which would identify these titles and permit shelving either in the nonfiction area or in the picture book section should be explored.

The policies determining the accessibility to children of collections other than juvenile varies from collection to collection within the systems and range from permissive to protective. The most critical areas are those which must be used to answer the child's expressed needs and interests, both school-oriented and self-motivated. The practice of inter-shelving juvenile, young adult, and adult nonfiction in small outlets has merit provided the height of shelving available for the collection measures five feet or less. If combined, the location cards for the two collections should also be interfiled, a practice which would permit the outlet's total resources in a subject field to be easily assessed. While the advantages to the adult reader are obvious, the needs of the children should be considered first since they, unlike adults, have difficulty articulating their frustrations. Larger outlets, in this context those with 20,000 volumes or more, may question whether the sheer volume of the combined collection would discourage children. Clearly marked sections using labels calculated to parallel children's interests may partly overcome this problem. There are other practices which would also require scrutiny. Libraries that classify nonfiction titles for primary grades as juvenile nonfiction may wish to retain this collection in a section with easy reading or picture books. Isolating folktales in a separate collection may also be desirable.

The advantages of a combined reference collection except where the departments are separated by floor levels, should be considered. The policy of access to adult reference collections, if separate from children's, should be re-evaluated to consider the expanding informational background of children. A restrictive policy may have had as its rationale that the juvenile collection and the children's staff can more successfully meet the needs of the child, which hopefully in most instances they can; however, the requests from children for information on technical and new subject fields place demands on the juvenile collection which it is not equipped to meet nor perhaps should be. If the stigma of a title from the juvenile department were not a factor in its use with many adult or young adult patrons, it may well be that the children's staff, conditioned to interpreting half-expressed requests, might better serve the hesitant and unsophisticated adult while the reference staff stretches to converse intelligently with his post-Sputnik offspring.

That seven of the library systems permit children free or nearly free access to the adult nonfiction collection is significant and reflects a growing acceptance on the part of many libraries nation-wide to permit access not only to this collection but also to all collections by patrons of all ages. The following excerpt from the 1968-1969 Annual Report of Brooklyn (New York) Public Library quotes from the narrative summary of Mill Basin Branch Librarian:

> ". . . The most outstanding change affecting the Juvenile Department this year was the institution of open access. Schools in this neighborhood assign reports of a highly technical and special nature. Some requests are for current topics and newly emphasized fields of study. After-school frustration stemming from reliance on juvenile materials is now eliminated. Naturally, adult recreational reading also attracts many youthful borrowers. During class visits the 'grown up' side of the room exerts an irresistible pull on fourth and fifth graders. Of particular interest are books and magazines dealing with cars and fiction."[1]

Areas Needing Further Study

Examination Center. Further study should be made beyond the preliminary investigation already completed by the Office of the Superintendent of Schools, Intermediate District IX, to determine if a state-wide examination center of print and non-print material to aid both school and public libraries can be supported.[1] A less ambitious alternative would involve a better utilization of the collection already available, the Traveling Book Exhibit at the State Library. Staff time would be needed to organize the collection, to coordinate the reviews for each title, and to prepare shipments of titles receiving a number of favorable reviews or mixed reviews to be sent to key centers of the State two or three times a year.

---

[1] Brooklyn (new York) Public Library, Seventy-first Annual Report, 1968-1969.

Cost Analysis on Extension of Service. A cost analysis of the rotation operation in libraries serving small outlets as opposed to the cost of bookmobile service or the recent Books by Mail project adopted by one of the regional libraries in this study would provide a common basis for comparison. While other factors must also be considered in any decision regarding service, cost is an important factor.

Use of Paperbacks in Areas Limited by Population or Space. An experimental use of paperbacks should be made in outlets in small communities to determine if the limited space for juvenile collections could be utilized more effectively. The use of a large number of titles in paperback, supplemented by editions in hardback for titles not available in paper, with no rotation during the year, could be compared to the use of hardback editions, supplemented by frequent exchanges throughout the year.

---

[1] Planning Grant Request for a Project Proposal: Educational Media Laboratory, (Seattle: Office of the Superintendent of Schools, Intermediate District IX, 1968), (Mimeographed.)

SUMMARY OF RECOMMENDATIONS

Based upon the analysis of data collected for this study, these recommendations and conclusions are presented.

Selection

1. A written policy, re-evaluated periodically, should govern the selection of juvenile materials.
2. Final responsibility for selection should rest with the children's coordinator or librarian in charge of children's services, but all staff who serve children should be encouraged to participate in the selection process.

Collection

1. The budget for juvenile materials should be divided between new titles and replacements or additions of older titles. Replacements of standard titles and adequate duplication of current titles should not be neglected for the acquisition of a large number of recently published titles.
2. Paperback editions should be considered in all outlets to (1) provide duplication of popular titles, (2) extend the breadth of collections limited by space, and (3) provide economically the most adequate collection possible in outlets with little potential demand.
3. Additions of non-print materials should be considered which provide information and experiences not at present part of the overall library collection.

Maintenance

1. All final decisions regarding selection, re-evaluation, replacements, binding, and withdrawals should rest with the children's coordinator, who may delegate this responsibility to his staff, or with the librarian in charge of children's services.
2. Re-evaluation of titles and weeding of collections should be regularly scheduled with the pool collection scheduled more frequently.

Rotation of Materials

1. Rotation of juvenile shipments to outlets with non-permanent collections should be administered by the juvenile department.
2. Basic collections should be maintained in all outlets to effect a balance or to prevent depletion of the quality in the outlet's collection.
3. The pool collection should be used in selecting rotation shipments and should be free of material having no value in a public outlet.
4. The collections of each outlet can be more easily assessed if location files are maintained by outlet and arranged in shelf list order.
5. Larger but less frequent juvenile shipments are more effective in providing for the diverse interests and needs and in ensuring a more thorough collection evaluation.
6. Staff selecting shipments should be familiar with the outlet, the abilities of the staff, the limitations of the quarters, and the community it serves.
7. Inservice training sessions for staff selecting rotation materials should provide an understanding of the objectives of the program, together with some concrete guidelines to be followed in selecting materials to be sent and to be returned.

Access to Collections

1. Non-print materials should be available to children in all outlets on an equal basis, and present policies limiting children's use of juvenile recordings should be reconsidered.
2. Entries for print and non-print materials should not be divided into separate catalogs.
3. Policies affecting children's use of collections other than juvenile should be based on the needs (expressed and unexpressed) of children rather than the sensitivities (expressed or anticipated) of adults.
4. Small outlets which can accommodate a combined juvenile and adult nonfiction collection, easily accessible to both age groups, should be encouraged to test this arrangement.

General Recommendations

Continuing Education. The State Library or the School of Librarianship at the University of Washington or both in cooperation should consider a short term program of continuing education for children's librarians serving in library systems of this type. Among the topics related to the subject of this study which should be considered are:

1. The role of non-print material in public library service to children, its use, evaluation, and criteria for selection.
2. A survey of the philosophies which shape elementary school curricula to provide an understanding of the objectives and goals of the modern school together with the function of the instructional material center.

Topics not related directly to the study but of concern to the total program of children's services are:

1. The social agencies involved with children on a community level, excluding schools, and their potential relationship to the public library.
2. The role of the children's coordinator in in-service training for the system's staff and in training adults to present literature-related programs for children in both library and non-library situations.

Interchange of Information. Some machinery should be employed to provide personal contact and the interchange of information among children's librarians in the State who work in systems serving small community outlets. Since the Washington State Library has no consultant on its staff whose primary responsibility is children's services, perhaps this responsibility should rest with the Washington Library Association.

BIBLIOGRAPHY

Ahlers, Eleanor E. and Maryan E. Reynolds. "Bookmobile Service to Children and Young People at Schools, a Policy Statement." Olympia: Superintendent of Public Instruction, 1964. (Mineographed.)

_______ _______. "School and Public Library Relationships." Olympia: Superintendent of Public Instruction, 1962. (Mimeographed.)

American Library Association. Public Library Association. Minimum Standards for Public Library Systems, 1966. Chicago: American Library Association, 1967.

American Library Association. Public Library Division. Coordinating Committee on Revision of Public Library Standards. Public Library Service, A Guide to Evaluation with Minimum Standards. Chicago: American Library Association, 1956.

American Library Association. Library Administration Division. Small Libraries Project. Weeding the Small Library Collection. Supplement A to Small Libraries Project Pamphlet, No. 5. Chicago: American Library Association, 1962.

_______. Public Library Association. Subcommittee on Standards for Children's Service. Standards for Children's Services in Public Libraries. Chicago: American Library Association, 1964.

_______ _______. Subcommittee on Standards for Small Libraries. Interim Standards for Small Public Libraries: Guidelines toward Achieving the Goals of Public Library Service. Chicago: American Library Association, 1962.

Bevis, L. Dorothy. An Inventory of Library Services and Resources in the State of Washington. Olympia: Washington State Library, 1968.

"Book Selection in County and Regional Systems," Library Journal, 89:4343-4345. December 15, 1961.

Broderick, Dorothy M. An Introduction to Children's Work in Public Libraries. New York: H.W. Wilson Co., 1965.

Brooklyn (New York) Public Library. Seventy-first Annual Report, 1968-69.

Brown, Eleanor Frances. Bookmobiles and Bookmobile Service. Metuchen, N.J.: The Scarecrow Press, Inc., 1967.

Committee On Library Work with Children. Children's Library Yearbook, No. 1. Chicago: American Library Association, 1929.

_______. Children's Library Yearbook, No. 2. Chicago: American Library Association, 1930.

Coplan, Kate and Edwin Castagna (eds.). *The Library Reaches Out*. Dobbs Ferry, N.Y.: Oceana Publications, 1965.

Eakin, Mary K. and Eleanor Merritt (comps.). *Subject Index to Books for Primary Grades*. 2d ed. Chicago: American Library Association, 1967.

Fenwick, Sara Innis. *School and Children's Libraries in Australia*. Melbourne: F. W. Cheshire for the Library Association of Australia, 1966.

Gross, Elizabeth Henry. *Children's Service in Public Libraries*. Chicago: American Library Association, 1963.

______. *Public Library Service to Children*. Dobbs Ferry, N.Y.: Oceana Publications, 1967.

Johnson, Eric W. *Love and Sex in Plain Language*. Rev. ed. Philadelphia: J. B. Lippincott Co., 1967.

Katz, William Armstrong. *Introduction to Reference Work*. Vol. II, *Reference Services*. McGraw-Hill Series in Continuing Education. New York: McGraw-Hill, 1969.

Ladley, Winifred C. (ed.). "Current Trends in Public Library Service to Children," *Library Trends*, July, 1963.

McColvin, Lionel R. *Libraries for Children*. London: Phoenix House, Ltd., 1961.

Nelson Associates. *Public Library Systems in the United States: A Survey of Multijurisdictional Systems*. Public Library Association. Chicago: American Library Association, 1969.

New York Libra[illegible]ssociation. Children's and Young Adult Services Section. Committee on Standards for Children's Services. *Standards for Children's Services in Public Libraries of New York State*. Woodside, N.Y.: New York Library Association, 1967.

Planning Grant Request for a Project Proposal: Educational Media Laboratory. Seattle: Office of the Superintendent of Schools, Intermediate District IX, 1968. (Mimeographed.)

Poll, Bernard. "How to Keep Books from Children and Vice Versa," *PNLA Quarterly*, 29:131-132, January, 1965.

Power, Effie L. *Work with Children in Public Libraries*. Chicago: American Library Association, 1943.

Public Library Association. Committee on Standards for Work with Young Adults in Public Libraries. *Young Adult Services in the Public Library*. Chicago: American Library Association, 1960.

Ragsdale, Winifred. Children's Services in a Small Public Library. Small Libraries Project Pamphlet, No. 12. Chicago: American Library Association, 1962.

Schenk, Gretchen Knief. County and Regional Library Development. Chicago: American Library Association, 1954.

Spain, Frances Landers (ed.). Contents of the Basket, and Other Papers on Children's Books and Reading. New York: New York Public Library, 1960.

Washington (State) Library. "Annual Statistical Issue," Library News Bulletin, Vol. 35, No. 2, April-June, 1968.

_______. "Annual Statistical Issue," Library News Bulletin, Vol. 36, No. 2, April-June, 1969.

APPENDIX

NORTH CENTRAL REGIONAL LIBRARY PROPOSED 1969 E-J-JNF ROTATIONS

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
ARDENVOIR	40 J	40 JNF				40 E		40 J		40 JNF	40 E	
CASHMERE	40 E	40 J		40 E		40 JNF		40 J		40 E	40 JNF	
CHELAN	50 JNF	50 E	50 J					50 JNF		50 E	50 J	
DRYDEN	40 JNF		40 E	40 J		40 JNF				40 E		
ENTIAT			40 JNF	40 E		40 J				20 J 20 E		
GRAND COULEE		40 E		50 JNF		40 J		40 E			40 J	
LEAVENWORTH		40 E		40 J		60 JNF		40 E			40 J	
MANSON	40 E	40 J		40 JNF		40 E				40 J	40 JNF	
OKANOGAN	40 JNF		40 E			40 J		40 E		40 JNF	40 J	
OROVILLE	40 E			40 JNF				40 J		40 E	40 JNF	
PATEROS	40 J			40 E		50 JNF				40 E	40 J	
PESHASTIN*												
QUINCY	50 E	50 JNF	50 J			50 E		50 J			50 JNF	
REPUBLIC		40 J		40 E				50 JNF		40 J	40 E	
SOAP LAKE		40 JNF		40 E				40 J		40 JNF	40 E	
TONASKET			40 JNF	40 E		40 J		40 JNF		40 E	40 J	
TWISP	30 J 30 E		40 JNF			30 J 30 E				40 JNF		
WATERVILLE		50 JNF	40 E	40 J				40 E		40 J		
WINTHROP		50 E	40 JNF	40 J		30 E		40 JNF		40 J	30 E	

* Community librarian selects rotation materials.